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ABSTRACT

Some common problems faced by administrators developing tutoring programs in postsecondary education institutions--development of program goals, how to select and train tutors, and evaluating and monitoring program effectiveness--are addressed in this booklet. In the first of four sections, eight articles address the purpose and design of various tutoring programs that are currently operating in the Northeastern United States. These include a centralized tutoring program which meets many curricular needs, a mathematics tutorial lab, a writing center, two peer-tutoring programs, a tutoring-counseling service, and one program which utilizes learning contracts and another which trains tutors via videotape. Part II of the booklet presents materials excerpted from manuals and handouts designed to train prospective tutors. Most materials describe the purpose and scope of the tutoring program, program objectives, job descriptions and tutor responsibilities, and suggestions for effective tutoring. Part III contains sample record-keeping forms used in different programs to register and place students, monitor students' attendance and progress, evaluate tutor effectiveness, and establish learning contracts. The final section of the book presents two articles that describe the benefits of attending tutoring conferences. (DR)

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critical issues in tutoring

Richard A. Donovan
Director

Barbara T. Schaier
Editor

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Cover symbol represents *"The Friendship of Man."*

critical issues in tutoring

This is a special publication of Networks, which is sponsored by the Fund for the Improvement of Postsecondary Education, Department of Health, Education and Welfare.

FOREWORD

Networks principal goal is to stimulate the sharing of ideas among practitioners working with underprepared college students. It is our hope that providing an accessible and supportive medium for information exchange will lead to more effective educational programs. Critical Issues in Tutoring, like other Networks activities, was possible because of a group of dedicated, talented faculty willing to donate their time and energy and share their expertise with colleagues. The material in this booklet is representative of the articles, manuals and handouts submitted by tutoring program personnel. In order to provide a broad overview of tutoring's critical issues, it was necessary to select only a sample; the format and content of the booklet, however, evolved as a result of a review of all the information submitted. I want to thank everyone who contributed materials and especially those who worked with me to help edit and adapt them for this publication. Another very special thank you to Bess Heyman and Fran Resto of the Networks staff.

Barbara T. Schaier
Editor

INTRODUCTION

During the past semester my two basic writing courses at Bronx Community College (BCC) were enhanced by the presence of Virgil Logan, the Networks Conference Coordinator, who volunteered as a tutor. Since Virgil had taught composition for more than six years to students very similar to those at BCC, I accepted his offer enthusiastically.

But, even the most accomplished tutor, like the rest of us, occasionally can be overmatched. A few weeks ago, as students completed verb agreement assignments. Virgil and I worked with individual students on different sides of the room. Suddenly I heard a loud "thwack." "Vagil, get away," someone shouted. I looked up, just in time to see Annie strike again, this time jolting Virgil with a forearm. Annie is an older woman, sorely unskilled as a writer, who becomes angry when anyone disputes her writing ability. She also wishes to resell an unmarked writing text at the end of the semester. Apparently Virgil had made a notation directly in her book and Annie had struck him.

I don't think any training program can fully prepare a tutor, or an instructor, for the Annies of basic writing. They sell or refuse to purchase texts, ignore assignments and disdain even to learn their instructors' names. Tutoring programs probably waste time on such students. But the majority of tutees are unlike Annie. They may be intimidated at first by the challenge of adding fractions or writing grammatical sentences, but they are capable of improvement and tutoring sometimes tips the balance between success or failure in a particular course and may increase the probability of their persisting in college.

The popularity of tutoring as well as its promise for students led to the creation of this booklet. Since every college uses tutors in some way, it seemed to us at Networks that a booklet might well address some of the more predictable questions that have confronted virtually everyone connected with tutoring at one time or another: what are realistic goals for my tutoring program, how do I find, train and pay tutors, how do I know if my goals have been met and, if they have been met, or are likely to be met the next time around, how can I persuade more faculty to use the program and the administration to pay for it? This is a familiar litany. It is our hope that by assembling promising answers, practitioners may be able to draw from each others' experiences and avoid agonizing over a lab's sign-in procedures or the need to create tutor evaluation forms when more experienced colleagues with similar needs have already developed responses.

In designing this booklet, Networks has drawn upon the experiences and cooperativeness of faculty responsible for some of the more highly regarded tutoring programs in the Northeast. The booklet has been organized in four sections: essays which address the purpose and design of programs, excerpts from tutor manuals, forms that speak to the largely mundane procedures that con-

front tutoring programs and articles generated by our tutoring conference. These sections have been edited with care by Barbara Schaier in the hope that colleges can review existing models and adapt whatever may be pertinent for use at their own campuses.

Although the essays suggest that most tutoring programs draw for direction more on common sense than research, certain patterns emerge fairly clearly. Colleges seem to agree that a prospective peer-tutor's grade point average is less indicative of success as a tutor than his or her attitude towards tutoring and especially about the people to be tutored. Some colleges have become quite ingenious about ways to recruit promising tutors and at the same time stretch tutoring budgets. At Brooklyn College of the City University of New York (CUNY) and Nassau Community College, for example, faculty have devised credit-bearing courses for advanced students which include tutoring as a regular course activity. Tutors may receive credit or money for their work, but it is apparent that most tutors receive direction before they begin. In particular, a tutor must learn how to avoid being manipulated — consciously or inadvertently — by tutees and, just as importantly, a tutor must be guided along the tight-rope between being sensitive to a tutee's need to express his or her anxieties about a specific assignment, or course, and proceeding efficiently to the task at hand.

Hopefully readers will arrive at many other deductions from these essays. The booklet does not pretend to be either comprehensive or definitive, but represents rather our first gathering of ideas and practices that may interest others. If there is sufficient interest, we hope to revise it. Let us hear from you.

Richard A. Donovan

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PART I

PHILOSOPHIES OF COLLEGE TUTORING: SELECTED PROGRAMS

The articles in this section present an overview of alternative tutoring philosophies and program structures that are currently serving underprepared postsecondary students. These include descriptions of both centralized and departmentalized programs, peer-tutoring at two year and four year colleges, tutors and learning contracts, counseling-learning and tutor training techniques.

A CENTRALIZED TUTORING PROGRAM*

Anne F. Decker, Ruth Jody and Felicia Brings
Hunter College, CUNY

Initially at Hunter each department received funds and was responsible for the tutoring of students enrolled in its courses. The expectation at this time was that a faculty member or graduate student could bring the Open Admissions student up to par in a few sessions' work. It soon became apparent, however, that there were too many students requiring too much tutoring and that there were too few instructors and spaces for the task. The instructors who were available had insufficient time and were otherwise ill-equipped to develop the required skills. The paperwork alone was too much for the already overburdened department secretaries.

All of this, of course, happened before the introduction of remedial courses. Faculty and administrators were operating under the illusion that a good college could offer a modicum of extra services and successfully help the new, underprepared students to overcome their difficulties. This was not the case, but it took a few years to realize fully just how much extra help these students needed.

A centralized tutoring office was established in 1971. Its only function was to offer course-specific supportive assistance. The office was assigned ten vacant classrooms and a small budget, and grew eventually into a comprehensive

*(c) Anne F. Decker, Ruth Jody and Felicia Brings, Handbook on Open Admissions: Success, Failure, Potential, 1976. Reprinted with permission Westview Press. Boulder, Colorado

organization employing a director and assistant, a secretary and approximately 100 tutors serving the needs of over 1,000 students per year. Most tutoring was limited to freshmen and sophomores and was available for only the first two levels of introductory courses offered at the college, with no tutoring at all in remedial courses.

During the first year of Open Admissions, the Hunter administration decided that only Open Admissions students should receive free tutoring. This decision became a source of difficulty since the majority of students who first requested tutoring were actually the better-prepared and self-motivated ones. They were secure enough to admit their problems and request help. Meanwhile, the Open Admissions students, not knowing what tutoring was or how it could help them, failed to sign up. These students were so alienated from and unprepared for their academic work that they had no way of knowing whether they were doing well or not.

One of the initial policy decisions of the new tutoring program was to employ peer-tutors; one compelling reason for this was limited funds. Many of these undergraduate students were partially self-supporting and in need of money. Their previous part-time jobs were often a burden, and they welcomed the change, the chance to tackle responsibility and the opportunity to help others while improving their own skills.

Tutors, no matter how successful in their own courses, seldom have a conscious understanding of the learning process. This understanding must be developed in training sessions which are not limited to the instruction of tutors in subject matter, but also teach tutors to develop a sensitivity to their students' problems and make appropriate nonthreatening responses.

All tutors are interviewed by the director after they have completed four or five hours of tutoring. At this time they submit a study plan and outline for each student. Tutors are asked to anticipate the course material for the remainder of the semester. These materials help the tutors clarify for themselves what needs to be done and give the tutees a look at what will be expected of them in the future.

Tutors are students in good standing who have done well in the courses they tutor. Students who wish to tutor are asked to bring a letter from an instructor who knows them and their qualifications. They are interviewed by the program director before joining one of the tutor-training sessions in progress throughout the semester. These prospective tutors are given a written set of rules and regulations that summarize the training information.

Hunter's program employs three categories of tutors: senior, regular and assistant. Distinctions between these categories, particularly between senior and regular, are not always clear, and the positions are sometimes interchangeable. Senior tutors are those who have worked in the program for a long time: they have shown interest, ingenuity and organizational skills, and have developed as well as proven their own methods. They are generally excellent students majoring in the subjects they tutor. Senior tutors have a record of

stability in their groups and have achieved consistently good results.

Senior tutors show a special interest in the learning process, and many have made worthwhile observations about ways of dealing with specific problems based on their own experiences with Open Admission students. Generally they are consciously aware of the dynamics of the methods they have developed, and they tend to become involved in the non-academic functions of the tutoring office, acting as peer advisers for students who have educational-planning problems. They frequently help with academic and registration advising and have thus developed an understanding of the system and the variety of areas in which students may require help. Senior tutors act as administrators, are given responsibility for organizing and coordinating all tutoring groups in a particular subject and assign students to individual tutors when the need arises. They tutor groups of from ten to thirty students, often spending three or four hours at a time in review sessions or in preparation for special exams.

Regular tutors are good students with some free time between classes; they offer four to five hours per week to the tutoring program. Often these are preprofessional students or those interested in taking special state exams, and they wish to tutor in order to review basic subject matter for themselves. Regular tutors are assigned students by senior tutors, and they begin by tutoring individuals rather than groups. Eventually as their competence grows, they tutor groups of perhaps four to six students. Regular tutors frequently make themselves available to students who come to the tutoring office requesting immediate help in passing an exam.

Assistant tutors are students in good standing who have an interest in a particular subject, but lack the full mastery of it that advanced tutors exhibit. Assistants work with senior tutors, doing paperwork, taking attendance at group sessions and participating in group discussions and drill sessions. They review material with students who arrive early with questions pertaining to previous sessions.

Paperwork in the tutoring office is kept at a minimum to encourage spontaneity as much as possible and to avoid giving already intimidated students the impression that they are being checked up on. Because tutoring funds are university funds, some records and statistical data must be kept, though not the many forms and computerized records necessary for course enrollment. When a student appears to sign up for tutoring, he is asked to provide his name, address, telephone number, social security number and the title of the course in which he requires assistance. (Students are sometimes fearful about this last item. Many ask if this will appear on their transcripts or otherwise be used to stigmatize them.) They are immediately given the telephone numbers of several tutors and told to call one to make arrangements for a meeting in one of the program's designated classrooms. At the end of the term tutors are required to submit a form giving some information about their students' progress as indicated by exam grades.

The tutor-training sessions mentioned earlier emphasize the need for deter-

mining the precise nature of student problems. Students may have trouble with chemistry because they lack the necessary background in algebra. They may have difficulty understanding a subject because their reading skills are not adequate for a particular text. More ofter it is simply unfamiliarity with the nature of study.

The tutor's first responsibility is to confront students with the unpleasant fact that nobody can study for them, that the tutor is not there to do the students' work. Often there is a temptation on the part of the tutors to act as psychiatrists and become involved with the students' personal problems, but this is discouraged in the training sessions. Students who come for tutoring in anthropology and instead give tutors their entire life history may be attempting to avoid the work. Training sessions help prepare the tutors for such behavior.

Tutor-training sessions also emphasize the importance of regularity in study habits. Open Admissions students, particularly those who work to help support their families, do not always recognize the need for hours to study outside the classroom, nor is their home atmosphere particularly conducive to such study. It is essential that the student learn from his tutor that sitting with a book is acceptable behavior and that study time is productive and ultimately rewarding.

Being on time for tutoring sessions is stressed, for it shows that the tutor has respect for his and the student's time. The commitment is, at first, technical — be on time, be prepared, get right to work — but eventually the student learns that time is valuable and study time is useful. This developing attitude can be communicated to the student's family, which will hopefully begin to consider and respect the student's effort.

Tutors are encouraged to prod the students to explain what it is, specifically, that they fail to understand; the next step is to sit silently while the students formulate questions. Formulating questions activates thought processes and allows for a give-and-take between student and tutor. In groups it stimulates exchanges among the students and encourages them to help themselves and each other in a supportive environment.

Tutors learn not to dwell on mistakes or even necessarily label incorrect information as mistaken. They are advised against approaching the subject matter as it is approached in the classroom. They are encouraged instead to return to the most basic aspects of the subject to find a level which is familiar and understandable to the student and to proceed from that point.

Tutors try to place their students at the blackboard as often as possible to let them experience some degree of role reversal. Using the board allows students to feel confident and knowledgeable. This is part of the process whereby students develop the ability to speak up, ask questions, and generally expose themselves intellectually in a noncompetitive, nonjudgmental situation.

Of course, tutors learn a great deal as well. They, too, develop greater confidence; they learn how to conduct groups, how to keep records, how to confront students and faculty and how to deal with hostility and disappointment. Tutors learn how to divide their time, devise better programs and do research

more effectively. As they recognize some of the shortcomings in their students' educations, their own shortcomings become more apparent. They begin to solve their own problems and become less inhibited about asking questions pertaining to their own work. It is very much a mutually profitable situation.

A MATHEMATICS TUTORIAL LAB

Gerald Lieblich
Bronx Community College, CUNY

Many students enter Bronx Community College inadequately equipped to do college-level mathematics. Some lack formal training while others have forgotten material they studied many years ago. As a response to this problem, the Mathematics Department has developed two of its basic content mathematics courses, Math 05 and Math 06, along the lines of a modular approach.

Under the modular system, the preparatory mathematics course, Math 05 and Math 06 are partitioned into a sequence of 3-week mini-courses called modules or units. Math 05 consists of units 1, 2, 3 (elementary algebra), and unit 4 (plane geometry). Math 06 consists of units 5, 6, 7 (intermediate algebra) and unit 8 (trigonometry). By passing the sequence of units, students can complete the essentials of the first three years of high school academic mathematics in a single college year or less, as well as gain competence in arithmetic.

The Math 05 classes are scheduled so that at least five classes constituting a "block" meet during the same period. Usually six or seven blocks are spaced throughout the day and evening. There must be at least as many classes within a block as there are units in the course so that students needing any unit of Math 05 can be accommodated with a class. Parallel to each Math 05 block is a Math 06 block. There are at least four classes in each Math 06 block to accommodate students needing any of the Math 06 units.

Classes in the modular system operate with the close support of the Mathematics Tutorial Laboratory. The Lab is staffed by student and professional (CETA) tutors and faculty. The Mathematics Tutorial Laboratory initiated at Bronx Community College serves a multiple purpose. First, it is a diagnostic center. Students demonstrating underachievement or a poor background in mathematics are referred or come voluntarily to the laboratory. Each student is given a diagnostic test and an interview to determine his weaknesses. Both student and classroom teacher are informed of the student's weaknesses.

Second, the Mathematics Tutorial Laboratory is a remedial center. For each student who participates in the remedial program a unique and specialized program of remediation is formulated. Textbooks, tapes, records, movies filmstrips, programmed material, slides, acetate transparancies and many additional audio-visual materials are especially selected for each student. A regular

schedule of attendance is established by the student and remedial instructor. The duration of a particular program is determined by the needs of each student.

During the 1974-1975 school year the Mathematics Tutorial Laboratory increased its scope as a remedial center by assuming the responsibility of remediating all students who did not successfully pass an arithmetic placement examination (approximately 75% of all Math 05 students failed the arithmetic placement examination). In addition, students desiring to make-up a failed module unit were give the option of studying the subsequent unit on their own in the Mathematics Tutorial Laboratory.

Third, the Mathematics Tutorial Laboratory is a tutorial center. Students who have fallen behind in their work in class or who are confused about a certain topic can come to the Laboratory to clarify all existing temporary mathematics problems. For example, the Mathematics Department has established mini-lectures in the Mathematics Tutorial Laboratory for those nursing students who have demonstrated a need to improve their understanding basic arithmetic concepts. Different types of audio-visual equipment, not available in the classroom, exist in the Laboratory for the student's use. In addition, a staff of competent and experienced mathematicians are on constant call to serve the needs of the students.

Fourth, the Mathematics Tutorial Laboratory is a homework center. Individualization is often the method used to provide students with immediate help when and where it is needed. One-to-one or one-to-small group instruction is provided.

Fifth, the Mathematics Tutorial Laboratory is a counseling center. Students with existing problems in mathematics come to the Laboratory to ask the advice of the instructors with regard to their future selection of mathematics courses or ask for a plan of study to successfully complete a designated mathematics course. The pleasant and relaxed atmosphere of the Laboratory eliminates much of the preconceived fears and stigmas about mathematics teachers which might have been developed in the lower schools. Students learn to enjoy mathematics by being exposed in various ways to its functional and cultural aspects.

SOME COMMENTS ON THE DEVELOPMENT OF THE BROOKLYN COLLEGE WRITING CENTER

Kenneth A. Bruffee
Brooklyn College, CUNY

The Brooklyn College Writing Center is, first of all, a drop-in service designed to help college students with their writing problems on an *ad hoc* basis. It consists of one pleasantly furnished room on the ground floor of a building near the campus gate and across the walk from the college library. Students can get help there anytime (five days a week, usually 9 a.m. to 9 p.m.), whenever they feel they need it. Names are not taken. There is no red tape. When a student walks in, a tutor takes over and the two go right to work.

One thing that distinguishes the Brooklyn College Writing Center from many such operations, however, is that the tutors there are not faculty members or graduate students. They are undergraduates, just as most of the students are who come in for help. Faculty are at hand to help if tutors need it — and the tutors are encouraged to ask questions whenever they are in doubt — but the work of tutoring is done almost exclusively by the undergraduate peer-tutors themselves.

The tutors are recommended to the Writing Center by faculty members in the English Department, in most cases by their Freshman Composition teachers. This means that most of the Writing Center tutors are not only undergraduates but students in their first two years of college. Each of them must be a competent writer, or better. Also, equally important, each one must be a person who works well with other students and is interested in helping them.

What makes the Brooklyn College Writing Center unique is that these recommended students take a course in intermediate composition designed to improve their writing while they tutor others in writing. One principle is that the best writing-tutor is a tutor who writes. In this intermediate writing course, the tutors write papers, read and evaluate each other's papers and tutor in the Writing Center. In class, they discuss their own writing and they discuss problems and difficulties which they encounter while working in the Center. From the beginning, tutors also keep personal logs recording what happens in class and in their tutoring.

The Brooklyn College Writing Center began as an effort to overcome the limitations of a conventional tutoring program in which teachers required students to meet with paid tutors drawn from the ranks of graduate teaching assistants. The main limitations of this program were that it was costly, students did not attend as required, tutoring was oriented to a "skills" level only and the whole enterprise was experienced by both tutors and tutees alike as oppressive.

Aspects of the new program to overcome these limitations begun in 1972,

were (1) the location of the Writing Center — in a conspicious building on the entrance path to the campus, with easy access and an inviting interior to appeal to students on a "drop-in" basis; (2) tutors who were not merely little teachers, but rather students actively engaged in learning to write better themselves — that is, genuine peers of the tutees; (3) anonymous and red tape free service available to students when they felt they needed it; (4) a course for the tutors designed to make tutoring educationally significant in a liberal arts curriculum; (5) a "training" procedure within that course which uses a procedure of progressively more complex and demanding written peer criticism. This process of peer criticism is the key to the program. It has two goals. The first goal is to teach tutors to distinguish and practice three kinds of reading: to describe a paper rhetorically, to evaluate its technical qualities and to respond to it substantively. The second goal of peer criticism is to overcome, or at least counteract somewhat, the hierarchical bias of education which tutors have internalized. Peer criticism is therefore the classroom counterpart of peer-tutoring.

Naturally, we have learned by trial and error to prepare our tutors better over the years. And we have learned a few things about the process as well, I think. We have learned that putting pressure on tutors' own writing in the context of peer criticism tends to disorient them at first in an educationally productive way. It disrupts young people's tendency to imitate the worst characteristics of their elders, which in this case seems to be a sort of pedagogical machismo, teaching by direct action. Peer criticism induces a healthy intellectual humility, which is quite different from submission to authority, so that tutors are more likely to deal with tutees as peers rather than yield to the temptation to patronize them.

Another thing we have learned is that, in contrast to programs in which tutors are hired and perfunctorily trained, "supervision" has never been an issue. Certainly we have tutors who show up late and who sometimes don't show up at all, and we have to get after them. But we can do that in terms of their responsibility to each other and to their tutees, rather than in terms of a duty they owe a supervisor. In any case, we see our tutors regularly in class. There again they learn to feel primarily responsible to each other, not to the teacher in charge. If they fail to turn in their papers on time, another student will be severely inconvenienced. That message gets across quickly. If they do not write well, another tutor will tell them so, tactfully, but in no uncertain terms. And if they do not write peer critiques of other tutors' papers carefully, insightfully and tactfully, those tutors' writing will suffer. Naturally the teacher grades all their work, peer critiques as well as essays, and their work as tutors is informally monitored by the Writing Center staff. But the structure of the course and the intellectual and critical exchange which goes on among tutors constantly in the Writing Center "supervises" their work — and their growth as students — more thoroughly and more productively in an educational sense, than any conventional supervisory system.

We have learned also that the best tutors are tutors who are writing themselves and are growing in awareness as writers. Tutoring requires self

awareness and intellectual keenness which are easily dulled by the complacent certainty that "I must be able to write well, or my English teacher wouldn't have recommended me for this job." At the same time, writing is a social activity. We write so that other people may read and understand what we have to say. A peer-tutor's primary service to most tutees is to provide a sympathetic, unintimidating reader and listener, as well as guide. Writing themselves, and working consciously and progressively on each others' writing, peer-tutors develop a sure sense of their tutees' feelings as they struggle to write. This ability to attend sympathetically, to say (and mean it), "I understand what you're going through, because I'm going through it myself writing my own papers," is perhaps the most important element in a peer-tutor's expertise, and it is one we try hard to develop and maintain.

One of the assumptions underlying the Brooklyn College Writing Center Program, is one which not every college teacher would agree with. This assumption is that one important cause of poor student writing is the hierarchical conditions under which students learn to write. Undergraduates tend to be both dependent on being evaluated by an authority, and resentful of that dependence. Most tutors feel a good deal of anxiety at first about both these aspects of criticizing each other's papers. They fear that other students will be tougher on them than a teacher would be. At the same time, they are afraid to write exactly what they think about another student's paper because they feel somehow that they are ratting on a friend.

Gradually they learn, however, that they can say what they want to say tactfully, and that in fact another student will be grateful for the help — even though feelings may run high at first. And they find out they they learn a good deal from each other's peer critiques, more in fact than they ever felt they learned from a teacher's comments on their work. This happens not because what a fellow tutor says is more to the point than what teachers have said, but because students pay infinitely greater attention to their peers. When a teacher says to a student I can't understand what you're saying, well . . . But when another student says the same thing, it sticks. In effect, that is, through this process tutors gradually gain an increased respect for each other's intelligence as well as their own. They develop an autonomy as readers and writers which in ordinary classroom learning is very hard to attain.

As far as their own writing goes, tutors learn quickly that writing is an act of publication. They recognize and overcome the "privacy bias" which many immature writers hug to themselves so closely. Here again the Brooklyn College Writing Center Program makes an assumption which not all English teachers would share, that all the writing which concerns us as educators is public writing: the publication of thought and feeling. Writing is not simply to "express oneself." Writing is to be understood. To learn this is never easy and is often painful. It requires learning the shared conventions of rhetoric, of form, and of sentence structure and mechanics. It also requires being read habitually and consistently by a number of people who insist on understanding what they read, but who are at the same time tactful and sympathetic. In the end, tutoring and

writing together produce the most confident, consistent and readable undergraduate writers I have ever known.

NETWORKS CONFERENCE ON TUTORING: PEER-TUTORS RESPOND

October 12, 1978, New York City
(Discussion text transcribed and edited by Kenneth A. Bruffee)

The discussion at this session began with a brief description of the Brooklyn College Writing Center Program by the moderator (M), Kenneth A. Bruffee. After that, four peer-tutors from the Writing Center, Marcel Goldstein, Mary Ellen Hessler, Seretha Reid and Michael Reed answered questions from the moderator and from the floor. The discussion (edited) went as follows:

M: It seems to be an idea that astounds people, that we give college credit for work such as this. Yet we see it as an important element in the tutors' liberal education. To help shed some light on this aspect of tutoring, I would like to ask the tutors some questions. Would you please explain from your point of view what it's like to be an undergraduate peer-tutor? Would you please tell us first, each one of you, how you got into tutoring? How were you recruited, if that's the right word, or what mistake did you make along the way that led you into this madness?

Marcel: My freshman English teacher recommended me, and I got a letter inviting me to do it. I took Advanced Composition as a peer-tutor. That semester I began tutoring at Madison High School too, and the next semester I took a course in the Education Department that allowed me to continue tutoring there. Now I'm working in the Writing Center for the Political Science Department as an intern.

M: Could you tell us something about the difference between tutoring Brooklyn College students in the Writing Center and tutoring high school students off the campus and in a public school?

Marcel: The major difference is that most of the students come to you at the Writing Center of their own accord. High school students are sent, either in a group or individually. They are told they must come to the Center to get the one credit they need to graduate. So you have more student apathy at the high school.

Q: I'm just curious. Do any of your tutees ever become a tutor?

Seretha: I was a tutee.

M: So your becoming a tutor in the Center had partly to do with your own experience there?

Seretha: That's right. My first semester freshman year was the pits. I wasn't doing so well. I was told I should go to the Center. It's free, go and see what they

can do. So I went a few times, and they seemed to help me with my writing. My writing started getting better, and then they recommended me to become a tutor. I was really shocked. I didn't think I could write that well. That was before I realized that tutoring isn't just instruction.

Q: We heard Ken Bruffee describe how the peer criticism process works in classes, and how it is supposed to affect you as a writer and as a tutor. What was your experience of that?

Seretha: Well, the first paper I wrote for Professor Bruffee, he tore it to pieces. I could have cried. I felt he didn't really understand what I meant. I thought, this paper's good regardless. But when I got the criticism back from a peer, they pointed out some of the same things that he pointed to. Then it really affected me. It was like, well, maybe he was right, you know. I think I took it better coming from someone else.

Q: What's the relation between the peer critiques and the kind of tutoring you actually do in the Center?

Marcel: A peer critique is a much more rigid form of what you're going to do with a tutee. It's writing it down, and you're asked specific questions. When you're working in the Center, they're looking at you and you've got to respond, you've got to say something. It comes out a little more fluently on paper, because you have a chance to really think about what you're going to say and you can come right to the point.

Q: Do you help students understand why they're doing what you ask them to do?

M: The question basically seems to be what's the point of tutoring? Why bother?

Michael: I think I'd like to answer that. Why bother? Well, I enjoyed tutoring because I felt that I was making a lot of students feel that in Brooklyn College you aren't just a number, that you are an individual. When I was a freshman everybody kept telling me, oh you're just a number, just a number. That seems to be the attitude of a lot of students. They say, I hate it here because I'm just a number. I can't wait 'til I get out. Whereas with peer-tutoring you're no longer a number. You become a person, and another person is helping you, on the same level as you. As a matter of fact, one of the students I was helping saw me one day walking through the campus. He didn't look at me. He wasn't sure I recognized him. But I did, and I said hello, and he was so happy because I recognized him. I think that's one of the purposes of tutoring.

M: Let me ask you another question. I asked you how you got into peer-tutoring. None of you seemed to say when you talked about getting into it, why you wanted to do it. Have you thought about that at all? Why as undergraduates did you want to work with other undergraduates in this way?

Seretha: Well, two reasons. The first reason was it was an ego thing. I thought oh boy, I must be real good. They want me to tutor. And the second reason was that I know how it feels to be frustrated, to fight all night with a typewriter when you just can't find the words. And I have a lot of patience. So I figured maybe I could share those experiences with someone else and help them.

M: Who's next? Why did you do it?

Q: They want to say money, but they don't dare.

M: No. I'm sorry to insist on this, but it's important. These students tutor for credit. They don't get paid. And please remember too that one of the things we're trying to get at is the role peer-tutoring can play in the liberal education of these undergraduates.

Mary Ellen: I went into it because I thought it would be fun.

M: Was it?

Mary Ellen: Well, yes, a little. It was a lot of work, but it was interesting. And by tutoring other people I also found out my own weaknesses and worked on them.

Michael: Well, originally I took it because I want to be an English teacher and I figured tutoring would be good practice. But as the term went on, my reasons for doing it changed. I realized that I was helping myself not only to achieve the goal of becoming a teacher, but also to achieve the goal of becoming a person, helping other people — in other words, making friends. Throughout school I was so goal-oriented that I never really went out much. I just stuck to studying and to the books, and when I came to college I realized, well, that's not all there is. Life isn't just your job, you know, it's making friends and sharing. So my motivation changed.

Marcel: I agree with Michael. You do go there for social reasons, because Brooklyn College is such a large school and you get lost in it. There are also very selfish reasons. I felt that dealing with other people was going to help me become a better writer, because I found even in my English class we used some of the methods employed in the Center and I found they helped my writing.

M: May I just comment briefly on what these people have been saying. Michael, for example, talked about a change in himself that occurred partly as an effect of working as a peer-tutor. And Marcel has said how she felt that finding a place for herself and dealing with other people would help her to become a better writer. Some of you may know the work of Douglas H. Heath. He has done a lot of work on the emotional and social contexts of learning in college. He has recently released a long range study in which he seems to have shown that academic excellence alone is not necessarily a predictor of "success" in later life. As Michael suggested, sticking to the books may preclude becoming a person, and it's being a person in this sense, not academic achievement alone, I think Heath would say, that is more likely to determine a person's "success." This principle is important here, especially for commuter students such as these people are, but also for students at residence colleges. Throughout our system of higher education we have not yet, I believe, found ways to mobilize peer group influence for intellectual growth. We don't yet know how to create a social and emotional context in which learning has meaning beyond sheer individual achievement. It is something like that that we are trying to engineer for the peer-tutors — and at another level for the tutees as well — at the Brooklyn College Writing Center. We're trying to create an intellectual community among these undergraduates, both in the class and in the Writing

Center, a community of shared and valuable service performed for the college.

Q: Do you prepare them in any way for their work in the Writing Center?

M: What sort of preparation did you have in mind?

Q: Well, for example, they deal with students of other teachers. To do that they need a certain amount of political savvy. Also, I'd think they'd need to know how to relate to another student, how to draw a student out, listen and try not to talk too much. Do you usually learn those things on your own, or is there a training session that deals with them? And if so, what is that like?

Seretha: There's no formal training in that sort of thing. In my first tutoring experience I guess I mainly played it by ear. I was put into the situation. I had to overcome my own insecurities and fears first, and I guess I did that with my first tutee. And after that I learned, for example, to start a conversation about something other than what students are there for or what their assignment is. I say, it's a nice day, what's happening outside, things like that. I try to make the person feel relaxed. You can more or less feel what their attitude is going to be, if they're resentful about being there, or if they're looking forward to your helping them.

M: Geri DeLucca, who teaches another section of this course, uses some role playing techniques to help tutors learn these things. I personally don't use any, although perhaps I should. Let me ask one last question. Evaluating peer-tutoring is very difficult for lots of reasons. So let me ask our experts on the panel here, for our benefit, whether they think it works. Remember, we are talking specifically about Brooklyn College Writing Center, not peer-tutoring in general. Ours is a drop-in center. In most cases, students aren't required to come. If students come back, it's presumably because they've been pleased, or they feel they've learned something, or they have another paper to do and they want some help. That's why the feeling of failure may be high for tutors sometimes. But within those limits, do you feel that you've done something, that you've been effective, that the Center is effective? No holds barred.

Mary Ellen: Well, I don't know. I think the concept is good, but I don't know how you get a student to come in on a regular basis. The only thing I can think of doing is to have their teachers send them in, but making it required ruins the whole idea of the drop-in center.

Marcel: It's partly a public relations problem between the school as a whole and the Center. We do have that problem to a certain degree. Neither the students nor the faculty understand us very well. But I feel that that doesn't take away from what the Writing Center is attempting to do. I have worked with students where I've felt I've just failed, as Seretha and Mary Ellen said, but you can't feel you've failed, because you only have a very limited amount of time to work and you're only one person, and possibly in one semester some students simply aren't going to make it, they're not going to become proficient writers from the work you're doing with them — they're too far behind. You shouldn't base your whole idea of the Writing Center on just that one kind of experience.

Q: Maybe the students need more structure, more pressure by teachers to come.

Mary Ellen: No, I don't think that's a good idea, to have teachers put pressure on students to get a tutor. That's why I'm in a quandry about it.

Q: Our system is to make tutees pay for any meeting with a tutor which they miss and don't give twenty-four hour notice for. After three absences, we drop them.

M: You see, those are the alternatives. Either a compulsory tutoring structure, or the kind of structure we have, which is a sort of non-structure. It's red tape free, it's anonymous — students don't give their names except to the tutors — and there is no system by which tutors and tutees meet regularly, unless they make arrangements among themselves. Some tutors develop their own clientel. But the price for this freedom is the frustration which these people have expressed. It means that you can have it one way or the other. If you have it your way, with a rigid structure where you can put the screws on people, you pay a price. If you have it our way, and you don't put the screws on people, you have another price to pay. We prefer our way because it seems to be a clearer alternative to classroom learning — which is what we are really offering.

Geri DeLucca: I think one of our problems is that our teachers don't respect the slowness of the process of growth in writing themselves, and so they don't tend to give students the support they need during that long process. So students in turn don't realize how slow the process is either. They get frustrated if they don't suddenly become good writers in one tutorial session, and don't come back. It's very difficult to judge what success is in a tutorial program. The process is amorphous and progress is hard to identify.

Richard Donovan: The literature seems to show a correlation between self-esteem and academic gain. And self-esteem takes a while to grow. I could see a situation where a tutor worked with a student so his work went only from an F to a D or a D to a C. But that could be a critical development for that student, in developing self-esteem. Part of the problem is that we look at progress over too short a period of time.

M: And part of the difficulty is that the tutors are undergraduates. A professional gets a chance to see change over a longer period, and may learn to accept slow growth. Peer-tutors work at it only for one or two semesters. They don't always get a chance to see the growth in their tutees, so they sometimes tend to feel they've failed. But I don't believe they've failed. I think they're an enormous success. Still, the difficulty exists, and it's something that we who work with peer-tutors are going to have to find a way to deal with.

PEER-TUTORING AT A COMMUNITY COLLEGE*

Paula Beck
Nassau Community College

Nassau Community College is a suburban commuter school with about 18,000 students, 80% white and mostly from lower-middle and middle class backgrounds. Virtually all have jobs outside of school. Until recently, 90% of Nassau's students transferred to four-year schools; now perhaps 75% do.

Recently, the notorious decline in writing skills as well as a virtual open admissions policy, particularly in the liberal arts, have put some strain on the English Department's resources. The arduous process of tutoring unskilled students in the nitty-gritty of writing was made the responsibility of Nassau's Writing Skills Workshop. This is a free tutoring center where students with severe writing problems are referred by their teachers or come in desperation on their own to receive one-to-one instruction. When I was hired to set it up in 1974, the Workshop was staffed with one administrator-super-tutor (me), a secretary and as many of the 65 full-time faculty as were willing to volunteer to tutor one hour per week every other semester.

But with students arriving for tutoring in increasing numbers, both from the non-credit and regular freshman composition courses, the Writing Workshop soon ran out of tutors. I decided to look for volunteers from two sources: the school's honor society and from among the good students straight out of English 1. The Dean of Instruction agreed that if I could find students who were able to tutor, he would arrange to have them processed as student aides and paid at the current $2.00 per hour rate.

Naturally in beginning peer-tutoring we ran into some problems, two of which I'd like to discuss briefly. First, finding good tutors. Some people wonder if two-year college students make good tutors. My answer is emphatically yes. Finding suitable student tutors is a problem for us only in that most hold other jobs. The sort of student we look for is not necessarily the best writer in the class but rather a person who is a competent writer and has the maturity and good nature to work well with others. Freshmen composition teachers recommend many students who have this combination. Some are mature students, mostly housewives, who come back to school part-time and like the idea not only of involving themselves in a challenging educational endeavor, but of picking up pin money in between classes. The majority of prospective tutors are eighteen and nineteen year-old freshmen excited about getting involved in school life and making extra money, shoring up recommendations and receiving job training as well.

The second problem was training our tutors. At first we offered bi-weekly paid tutor-training sessions. Here the main difficulty was scheduling. The only

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hours when all the tutors were free were "club" hours when no classes are scheduled. Unfortunately, these are the Workshop's busiest hours. Having meetings meant closing the Workshop during a peak hour. Also, with this informal set-up it was difficult to keep enough tutors available to meet our needs. Eventually, we realized that we could solve this problem and train our tutors better if they were registered for a credit-bearing course in composition. We felt that what the *tutors* were learning from tutoring justified such a course.

Convincing the rest of the faculty, though, was another matter. First I had trouble persuading the curriculum committee that students actually received instruction during the hours in which they tutored. Moreover, if we required more tutoring hours than class hours, the committee feared that non-English faculty might resent a cut in class hours for the teacher of the course and that such a cut would undermine the faculty contract. Then too, there was the problem of community college mandates. The course, with all its required tutoring, smacked to the committee of an education course, and community colleges, at least within New York State, are not mandated for any sort of upper level teacher-training courses. The credits also had to be acceptable to four-year colleges where the students transferred after two years. As strictly an English elective, however, the course could be considered among the English credits required of all General Liberal Arts students or used as humanities credit, and it could easily be transferred to virtually all four-year colleges.

The course that finally emerged, called "Advanced Composition: Writing and Tutoring," is relatively simple in organization and structure. It is a three-credit English elective requiring one "lab" hour of tutoring. During the advisement period each semester, composition teachers recommend students for the course and send them to its instructor who gives them written permission to register. The class, limited to twenty, has been filled each term. Students are encouraged to sign up for many more than the required hour of tutoring. About half the class usually become excited enough about tutoring to sign up for as many as ten hours a week and many students continue to do so until they transfer or graduate. All the tutors admit that they would probably tutor much less if they were not paid. However, the course has become required of all tutors. Although the cost to the college for student tutors varies according to Workshop enrollment, last year with a Workshop enrollment of about 1,000, the college paid tutors $8,000. One would think this is not too high a price to pay for the dynamic service student tutors perform.

The substance of Nassau's composition-tutor-training course is much the same as the course which peer-tutors take at Brooklyn College. Tutors write papers and critique each other's writing; they analyze some professional writing; they keep logs of their tutorial and classroom experiences; they discuss tutoring problems and methods for dealing with them. Critiquing is particularly important in that it develops writers' objectivity toward essays, their own and others, and sharpens their critical sense. There is perhaps more discussion at Nassau of grammar for two reasons. First, and maybe this is more true at a

community college than at a four-year college, I find that many of the tutors need some brushing up. Second, Nassau's tutors are often called upon to deal with serious grammatical deficiencies.Thus discussions, for example, of subjects, predicates, modifiers, of subordination and coordination and group development of untraditional ways of dealing with problems in these areas have become a regular part of the course's content. Students have called these "grammar lessons" some of the course's most rewarding work, not only because they learned new ways of correcting their own errors, but because they began to see grammar in the light of style, a way they had never seen it before.

The education and financial advantages of the peer-tutoring program at Nassau are clear enough. But perhaps of equal importance are the valuable lessons in human relations that tutors and tutees learn from each other. In the unique interchanges of the Workshop they have the opportunity to get to know and understand people whom they might otherwise not meet or talk to. They learn the ways in which people can help one another and the sorts of attitudes that are conducive to the constructive exchange of information and ideas. One tutor recently remarked to me that she had learned more about people in one semester of tutoring than she had in any of her psychology or sociology courses.

The altogether human, one-to-one relationship between student tutors and their tutees is at the heart of Nassau's Writing Skills Workshop. This is perhaps even more important because Nassau is a community college rather than a four-year college. On the whole, less self-confident, less verbal, less skilled and less motivated than most four-year college students, community college students have the most to gain from exchanging ideas with someone who is on their own wavelength and with whom they can make the most of the informal environment that a writing workshop affords. If beginning writers are to see writing as a real means of communicating, it seems logical that they begin with those who will be most understanding of their words and ideas and most supportive of their attempts to put them together — their peers.

And, last, what about the tutees? Do they benefit as much from student tutors as they had from faculty tutors? One informal poll of tutees showed that the overwhelming majority preferred student-tutors to faculty-tutors. A poll of classroom teachers indicated as much improvement in the writing of students tutored by peers as those tutored by faculty; several instructors noticed increased enthusiasm about writing in general in students of peer tutors. This isn't surprising since peers provide tutees with "accessible modes." Tutees can hope to emulate the skills of their peers, while those of their professors sometimes seem hopelessly beyond them. Furthermore, most students with writing problems have had little experience with writing as an authentic means of communicating their own thoughts and ideas. They seldom see writing as a clarifier and objectifier. Peer-tutoring gives them a chance to relax and test their written communications on a sympathetic reader who will give them immediate feed-

back. And, too, a peer is likely to relate to the ideas and experiences of a tutee and allow plenty of latitude in both language and idea. This helps new writers get started and encourages them to explore new forms of expression for their ideas.

THE TUTORING-COUNSELING SERVICE

Gretchen Dowling and Doris Fassler
LaGuardia Community College, CUNY

Counseling-Learning (C-L) is an educational model in which counseling skills are integrated with the teaching of an academic subject. The process helps a student develop a positive self concept as a learner in the target subject. Aspects of this model (developed by Dr. Charles A. Curran and Associates and strongly based on Rogerian theory and techniques) are currently being applied to tutoring in the Tutoring-Counseling Service (TCS) at LaGuardia Community College of the City University of New York.

The Tutoring-Counseling Service was developed because students with limited ability in English often encounter difficulties in learning for not only cognitive but also affective reasons, such as hostility toward the academic structure, alienation from the target language group (in the case of ESL students) and fear of making mistakes. To enhance the already considerable tutoring activities of the college, several concerned faculty developed a proposal to address the "whole person" needs of students being tutored in the Writing, ESL and Reading Labs. The project integrates aspects of the Counseling-Learning Model into tutoring and teaching.

Tutors in Writing, ESL and Reading Labs attend weekly workshops based on Counseling-Learning (C-L) theory and its applications. Attendance is part of the job description, and tutors are paid at regular tutoring rates. The TCS workshops are also open to teachers on a voluntary basis.

The C-L model was developed by Curran and Associates in the course of some twenty-five years of research into learning dynamics. Most of this research was done in the context of foreign language learning tasks, from which an application called Community Language Learning (CLL) evolved. This in turn has been adapted to the teaching of English as a Second Language in a variety of situations. Insofar as these include the community college, adaptations to Composition and Reading have been developed. Aside from these areas in which methodology has been to some extent formalized, individual associates have generally adapted C-L to their own fields — from hospital administration to kindergarten teaching. The general "tradition" of C-L is this integration of principles, sensitivities and skills from counseling with those of the individual's own discipline.

In the C-L Learning relationship one person enters another person's world of feelings, values and thoughts, understands it and communicates not only this understanding, but also an authentic appreciation of it. Agreement is not necessary. Understanding helps the learner to work through the difficulties evoked by the learning situation. The tutor or teacher is there to see the student through to final maturity.

The responsibility to understand shifts gradually from the knower to the learner. Different techniques and task structures are applicable and appropriate at different points. However, at each stage somebody is involved in understanding somebody else as learner-person or knower-person in the target subject. There is less questioning, testing or "leading" of students in C-L than in many educational models. C-L involves a great deal of trust: learners are trusted as having enough wisdom about themselves to develop in the direction best suited for them, if freed to do so within an understanding relationship. For information on C-L, per se, contact: Counseling-Learning Institutes, P.O. Box 383, East Dubuque, Illinois 61023.

Representative TCS applications, based on Counseling-Learning, will clarify the approach more fully.

1. Correcting a Student's Composition in a Tutoring Session:
   Note: The tutor should not read the paper, but allow the student to do so, even in a conventional error correcting situation.

The tutor does not look at the composition but asks the student to read it aloud. The tutor focuses on the content, stopping the student to make understanding responses whenever she/he has heard as much as can reasonably be remembered and understood. If the tutor does not at first understand what the student means to say, a second or third try will often enable both to realize where the confusion lies.

The student then reads the paper to the tutor a second time, for "error correction." Again the tutor does not look at the essay. This time the student reads only a sentence at a time. The tutor repeats each sentence correctly, indicating the points where all possible errors could exist. The following sentence, which contains only one error that the tutor could have heard, illustrates the technique:

Many people laughed alot at his joke's but no one really like his personality.

The tutor: Many people laughed — capital "M" for "many," and there is an -ed ending on "laughed" — a lot — "a lot" is two words — at his jokes — s on "jokes," no apostrophe — comma after "jokes" — but no one really liked — ed ending on "liked" — his personality — there is an i between the l and ty in "personality" and a period at the end. Note that there is no judgment that the student has made all these errors. Help is simply offered for all possibilities.

If it fits the student's learning style, the tutor might give reasons for the indications, as follows: There is an -ed ending on "laughed" to indicate past tense — s on "jokes" for the plural form — comma after "jokes" for the first half of a compound sentence, etc.

While this is going on, the student will be following and will not only make some of the necessary corrections, but will be pleased to note that a great part of the sentence is correct and needs no change. The tutor does not tell the student to make a correction or even ask to see the paper afterward. Trust is one of the basic factors in the success of C-L. The fact that the student may miss one or two errors is not as important as the value she/he gains from a type of tutoring which helps develop a positive self-image.

2. Understanding Students' Feelings at the End of a Tutoring or Classroom Session:

It is helpful (either regularly or occasionally) to allot five minutes at the end of a tutoring or class session so that the tutor or teacher may understand in a Counseling-Learning manner students' feelings or reactions. A tutor simply listens to what the tutee has to say, then reflects it, to indicate understanding. This has been found to relieve students' anxiety about the class and sometimes helps the students to discover the sources of their difficulties.

3. Games (for both ESL and Basic Writing Students):

Games give students space, time and the freedom to learn and practice without what they may feel as the judgmental presence of the teacher. They also permit silence, independent thinking and community with other students. Card games have been developed for practice in many grammatical structures and in sentence combining.

The adaptation of C-L to the LaGuardia situation is still experimental at this point. The process of introducing the model into the Basic Skills Lab may eventually result in the evolution of a different model. It is a very productive approach, in that it systematically integrates sensitivity to the whole person and academic rigor without sacrificing either.

LEARNING CONTRACTS AND TUTORS

John Stevenson
Empire State College, State University of New York

Academic work at Empire State College is organized through learning contracts which are specific study plans for learning extending over a specified period of time and covering a particular aspect of the students' over-all program. Learning contracts, or study plans, are drawn up and agreed to by the student and his or her mentor and are based on the degree program. Each student is assigned a mentor who is responsible for coordinating the student's learning activities and providing instructions and evaulation. During a student's career at the college, he or she usually works with a number of mentors, although it is possible to work with only one. The mentor helps the student prepare and carry out the learning contract. Learning contracts describe a particular set of

STUDENT'S NAME (TYPE LAST NAME FIRST)	SOCIAL SECURITY NUMBER		CONTRACT # 9
ADDRESS	CONTRACT BEGINS ON 12/26/78	CONTRACT ENDS ON 2/12/79	FINAL CONTRACT? Yes
TELEPHONE HOME WORK	MONTHS OF CREDIT 7 credits		FULL-TIME ☒ HALF-TIME ☐
MENTOR'S NAME (TYPE LAST NAME FIRST)	CHECK TYPE EXTERNAL RESOURCE USED		
	ADJUNCT FACULTY ☐ INTERNSHIP ☐ OVERSEAS ☐ TUTOR ☒	COURSE ELSEWHERE ☐ ISP ☐ RESIDENCY ☐ OTHER ☐	FIELD STUDY ☐ MODULES ☐ TV COURSE ☐
LEARNING CENTER Metropolitan Regional			

Give detailed description of: (a) STUDENT'S GENERAL PURPOSES' plans, or aspirations, (b) SPECIFIC PURPOSES of this Contract, (c) LEARNING ACTIVITIES to be undertaken and schedule by which they will be pursued and (d) methods and criteria for EVALUATION. Use the underlined as headings for the four sections of the Contract, and attach additional pages as necessary.

Student's General Purposes:

Is interested in a degree in business which would also include some studies in the social sciences.

Specific Purposes:

1. An overview of Human Services: A Regional Group Study of the Metropolitan New York Area 2 credits

This is a series of workshops given by Empire State College on a regional basis to acquaint students with the nature of human services in their particular areas and the various aspects of society which affect those services such as racism, the legal system, etc.

2. Mental Health: Concepts, Issues, Treatment, Milieu, Case Histories 5 credits

The student will work with a tutor in order to expand the knowledge gained in the first part of this contract and to acquire a better understanding of mental health and this society's attitudes and methods of dealing with it.

Learning Activities:

1. The student will attend four workshops, complete with the core readings and write a term paper entitled "The Rights of Mental Patients" to be reviewed by Associate Dean Nancy Bunch.

Workshops: Relationships Between Human Services and Health
Racism and Mental Health
Mental Health Services
Legal Representation in Mental Hospitals

Bibliography: Ryan: Blaming the Victim
Cloward/Piper: Regulating the Poor
Green: I Never Promised You a Rose Garden

2. The student will meet on a weekly basis with the tutor, Dr. Martha Deed, for two hours each time to dicuss the readings and develop a topic for a major research paper to be done by the student.

Bibliography: Grant: This Is Mental Health
Burton/Harris: Clinical Studies of Personality

Five additional texts to be decided on as the work for the contract unfolds.

Evaluation:

1. The evaluation for the work done in the workshops will be done by the Associate Dean, Nancy Bunch, based on her discussions with the student and the outcome of the paper he will do for her.

2. The evaluation for this part of the contract will be done by the tutor, Dr. Martha Deed, based on her regular discussion sessions with the student and the paper he will write for her.

The mentor will keep in contact with the student and the two evaluators throughout the period that the contract runs.

SIGNATURES	DATE
STUDENT	
MENTOR	
ASSOC. DEAN	

studies, the means the student will use to achieve the study goals, the topics of study, the resources to be used, what the student will do and produce, how long it will take, how much credit will be granted for successful completion of the work and how and on what basis the work will be evaluated. Upon completion of the contract, the mentor prepares a contract digest and evaluation which consists of a description of what the student has studied for the contract, the means by which the study was evaluated and judgment about the quality of the work.

Learning contracts, although similar to courses in that academic credit is earned through successful completion of them, are quite different from courses in several key respects. The most obvious difference is that the particular student has an important input into the content, methods of study and criteria for evaluation of study contracts. A second difference is that the contract allows for flexibility in terms of time: a contract may be either full-time or half-time and in some locations one-quarter time and can run for whatever period is most appropriate, though usually for not less than one month or more than four months. Another important difference between a learning contract and a course concerns the resources and methods of study that can be used. A learning contract may involve taking a formal course on the campus of another college or it may involve independent study under the direction of the mentor, an adjunct faculty member or tutor. See page 21 for a sample contract.

Since each mentor works with between 20-25 students, no single mentor can directly instruct all these students or can be responsible for all their varied needs and interests. The college, therefore, makes wide use of tutors and adjunct faculty members to supplement the core faculty. Tutors and adjunct faculty may be identified in virtually any area of study. They are drawn from academic institutions, industry, labor, government, community service agencies, the professions, business and the arts; they bring to Empire State's students a wealth of knowledge and experience. Furthermore, they provide a perspective to students and the college and a means of connecting the world of thought with the world of action. Mentors often serve as tutors in contracts prepared by other mentors.

A tutor is a person with particular skills or knowledge who is retained by the college to advise, instruct or evaluate a student or students on a particular occasion or occasions. An adjunct faculty member is a person with special skills or knowledge who is retained by the college to work with the students on a part-time basis. Tutors or adjuncts may be retained by the college with or without compensation. Those who do not receive compensation are expected to be fully as competent as those who do and are selected and screened just as carefully. Tutors and adjuncts may forgo compensation because their conditions of employment require it, because of a cooperative agreement between the college and their regular employer, or because they desire to volunteer their services. If they receive compensation, it is paid out of accessory instruction funds. Tutors and adjuncts are not placed on regular salary lines.

EMPIRE STATE COLLEGE
EDUCATIONAL SERVICES AGREEMENT

Name _____ Social Security Number _____
Address _____ City of Town _____
State _____ Zip Code _____ Telephone: business _____ home _____
The person named above agrees to provide educational service for

_____ from _____ to _____ estimated dates
(Student Name and ID number)

Description of the educational services to be provided:

_____

_____

_____

Compensation: (If there is to be no compensation write "NA" in the appropriate rate and total blanks.)

_____

Check one:	( ) Tutor	( ) Evaluator
	____No. of Contracts	____No. of Evaluations
	____Rate per Contract	____Rate
	____Total	____Total

Employee of the State of New York?

Check one: ☐ Yes ☐ No. If yes, check one:

☐ Employee of SUNY

☐ Employee of a State Agency other than SUNY

Employees of SUNY must complete a UP-6 form and employees of state agencies other than SUNY must complete a Dual Appointment Approval Form in order to be eligible to receive payment under this agreement.

_____ _____

(Signature of Mentor) (Date) (Signature of Adjunct/Tutor/Evaluator) (Date)

_____ _____

(Signature of Dean/designee) (Date) (Signature of Business Office Designee) (Date)

Accessory Instruction No. _____

Account to be Charges _____

A tutor is retained by the college to perform a specific task related to the academic program of the college. The specific task is made explicit in a written Education Services Agreement between the mentor and the tutor. Examples of such tasks are: helping a student to master a specified topic, advising a student on the design of a degree program, identifying useful learning resources for a student's program, evaluating the work that a student has done either under learning contract or for the purposes of assessment.

The sample Empire State Learning Contract illustrates how a tutor is involved in specific learning activities and in the evaluation of the student. In view of the diversity of tasks that tutors take on, it is clear that the college uses the term "tutor" in an expanded sense, and that conventional images of the role of a tutor may not be helpful in understanding what tutors do at Empire State College.

All tutors are appointed by the dean (or designee), but responsibility for the nomination of tutors rests with the mentor, who consults with colleagues within and outside the college, professional associations, college and university departments or agencies to identify suitable candidates. A major resource for the mentor is the file of tutors kept at the center or unit which includes resumes, Educational Service Agreements and evaluations of those tutors who have been employed in the past.

Qualifications for tutors include: specialized competence, ability to establish an effective working relationship with the student, understanding of and ability to work within the Empire State College framework and availability to meet the student's scheduling requirements.

For tutors who are to receive payment, the Keeper of the Tutor File (KTF), an officer of the Center such as the senior account clerk, reviews the Educational Services Agreement and tutor file. If all is in order, the agreement is forwarded to the dean or designee for final approval, after which the KTF sends the tutor and mentor copies of the Educational Services Agreement and places a copy of the agreement in the tutor file.

When the learning contract with the student is fully approved, the mentor sends a copy to the tutor. Likewise, when the digest and evaluation of the contract is fully approved, the mentor sends the tutor a copy.

Each time a contract in which the tutor participates is completed, the performance of the tutor must be evaluated.

TUTOR TRAINING VIA VIDEOTAPE

Lester Wilson
Long Island University

The Academic Reinforcement Center (ARC) began its operation on something less than a shoestring. Two history professors, with the blessings of the academic dean, and with the crucial support of the Higher Education Opportunity Program (HEOP), recruited several science and English tutors and opened shop in the fall term of 1972. Gradually, word spread throughout the university. A way was found to tap tutoring funds from special programs, and within a semester the newly-formed Academic Reinforcement Center was able to offer tutoring assistance in almost all undergraduate courses. The following semester, again with the active support of the academic dean's office, ARC was able to provide free tutoring to all students, irrespective of the availability of special program tutoring funds, with the university underwriting the additional costs.

ARC now clocks over five hundred hours of tutoring per week. The office is closely associated with other special programs within the university — HEOP, Guided Studies, Special Educational Services, Developmental Skills, Veterans Affairs, Placement and Testing — and all are under the coordination of the Director of Special Academic Services. In this way, maximum utilization is made of university resources and ARC finds itself in a much better position to respond to the real needs of many students at the Brooklyn Center.

Each semester between fifty and sixty tutors, representing all undergraduate academic fields, are on hand as the sign-up period begins. Tutors must have a cumulative average of 3.0 and a 3.5 in the subject areas in which they work. They are grouped in five divisions — chemistry, mathematics, biology, English, social science, business — and in each of these areas they are supervised by a lead tutor. Lead tutors have had considerable tutoring experience; they hold periodic meetings with their tutors, they interview all new candidates, and they maintain close contact with faculty members. A faculty advisory committee meets four or five times each semester to review the tutoring offerings and to give guidance to the lead tutors.

The Academic Reinforcement Center office is under the daily supervision of the administrative assistant. She is responsible for the tutor-student sign-in sheets and keeps a sharp eye on the appointments schedule. All questions concerning payroll are directed to the administrative assistant, while problems related to tutoring itself are brought to the attention of a lead tutor.

Following an initial interview with a lead tutor or with one of the learning specialists, a student who has been accepted for work must first observe the "Dynamics of Tutoring" module, a one half hour video cassette tape that demonstrates effective tutoring techniques, and the module(s) covering the discipline(s) to be tutored. These modules are viewed on a one-to-one basis with the lead tutor who is available to answer any possilbe questions. After viewing

the modules, the new tutor discusses and analyzes them with a lead tutor or with a learning specialist. The tutor then observes a lead tutor in a tutorial session and afterwards conducts a demonstration session, that may be videotaped, for the lead tutor. The lead tutor prepares a critique of the demonstration session and submits it to the director of Special Services.

Tutoring assistance is available for most undergraduate courses. Students may receive two hours of tutoring a week for each course they are formally enrolled in. To register for individual and small-group tutoring, the student first requests an application form from a member of the ARC office staff. Then, if a tutor can be assigned immediately, a contract is filled out by a staff member and given to the student who returns at an appointed hour. The contract is signed by the student and the tutor. Tutors cannot be paid until a co-signed contract has been received. For a sample contract see page 61.

Contract students must give twenty-four hour notice in order not to be considered absent. Students who are absent are charged a fee of three dollars for each session missed. For the first absence, the three dollar fee readmits the student to the same contract session. For the second, the student has to pay the fee and re-register. Few exceptions are allowed. Tutors are paid for the first absence only. Tutors unable to attend a scheduled contract session must notify the administrative assistant as early as possible. Excessive absences or habitual lateness are picked up immediately and are documented on the mid-term tutorial services evaluation.

Walk-in workshops are usually offered in writing skills, developmental mathematics, mathematics for chemistry 3X and 4X, history and study skills. Students may attend as they like. No application or contract forms are necessary. However, student's names and special program designations are recorded on sign-in sheets.

PART II

TRAINING TUTORS: SELECTIONS FROM TUTOR MANUALS AND HANDOUTS

The following materials are excerpted from manuals and handouts prepared especially for new tutors to familiarize them with the tutoring program at their institutions. In most cases the kinds of information considered important for introducing a novice tutor to the responsibilities and special problems to be anticipated are strikingly similar from one program to another. They include a description of the structure of the tutoring program and its objectives, responsibilities of the tutor and tutee and suggestions for effective tutoring. In introducing tutors to their roles, it is also important to clarify their relationship to tutees and faculty and to explicitly spell out what will be expected of them as tutors. The sample materials in this section illustrate how different tutoring programs present this information.

THE TUTORING PROGRAMS*

Susan Fawcett and Alvin Sandberg
Bronx Community College, CUNY

The English Department at Bronx Community College utilizes tutors in two programs: Tutor-in-the-Classroom and English Composition Workshop.

Tutor-In-The-Classroom

A classroom tutor is attached to a specific section of a specific instructor. Some instructors will insist that you attend all classes so that they may combine class instruction with small group or individual instruction. (By attending class you learn exactly what the teacher is looking for in compositions and what difficulties the class is having with the material.) Other instructors, however, may ask you to attend only a few classes a month, in order to give you a sense of what they are doing and how they are doing it.

When you meet with your instructor for the first time, find out his or her plans for the course and for you, what books will be required of the students and what kind of work will be done for the class. Freely ask questions of the instructor; sharing expectations at this point will make your job easier later.

*Excerpted from Bronx Community College's Handbook for Tutors.

Depending on your assignment, you may see your teacher more or less regularly during the term. In any case, periodic meetings with the instructor to discuss specific problems and evaluate progress will insure the effectiveness of your teaching partnership. In general, instructors will assign students in need of remediation to you, but often a student will request an appointment with you even though the instructor has not recommended that he do so. Since many students are shy about asking for help, why not take the initiative and suggest that a student see you? You may wish to ask the teacher which students have not been attending class or completing assignments regularly; speaking with such students, you might be able to find the source of the difficulty and keep the student from quietly dropping out.

Should two or three students be having the same difficulty, a group session might be more effective than a one-to-one conference. A group session has the advantage of more of a possibility of peer-teaching. On the other hand, some students are frightened by small groups and would feel more comfortable speaking to you alone. Hold group sessions or individual conferences as the need arises; use your own good judgment, be flexible, and do what works.

English Composition Workshop

The English Composition Workshop is available to any student who requires assistance in any area of writing skills. For example, many students who seek help in the workshop may not even be enrolled in an English course but need aid with such diverse problems as outlining a psychology term paper or preparing a speech. Others, of course, are enrolled in English courses and need assistance with a specific problem or on an ongoing basis.

An examination of a writing sample will give you some indication of whether a student's problem is greater or more serious than he had imagined. If this proves to be the case, encourage — if not insist — that the student return to the laboratory for further assistance, perhaps impressing upon him that learning to write correctly and easily is a slow process, and that techniques of effective composition must be acquired step-by-step and not all at once. Many will be willing to make future appointments, but it is up to you to make them feel that they have something to gain by returning to the workshop subsequently. Follow-up homework on the material already covered is useful, as is giving the student a preview of what you hope to cover the next hour. But perhaps the best method of encouraging the student to return is through your attitude towards him and his work. If he is made to feel that he has learned something, however small it is in relation to his total remedial needs, that he has acquired an additional skill he never had before, and that he can learn more with your assistance — then it is a good bet that you will see him again.

TUTOR'S JOB DESCRIPTION AND TUTORIAL SERVICE TERMINATION POLICY

Malcolm-King: Harlem College Extension
Tutorial Program

TO: All Tutors
FROM: David Bowers, Tutor Coordinator
SUBJECT: Job Description

1. Be responsible for keeping up-to-date folders on the content of each session and progress of assigned students. This folder should be an accurate record of all tutoring sessions.
2. Attend all meetings, conferences and training sessions.
3. Be prepared for each tutoring session. Preparation includes the following: having a copy of your student's course outline and the text for the course and reviewing assignments before each tutoring session.
4. Tutor students on a one-to-one or small group basis.
5. Folders containing a student's progress charts and monthly reports should be kept by the tutor until the end of the semester. These records must be present at all tutoring sessions and available for review by tutor-coordinators upon request.
6. Distribute progress report forms to each of your tutee's instructors at the end of every month.
7. Call your students if you are unable to report for work. If you are not able to reach your students, notify the tutor-coordinator at the M-K office. Cancelled sessions should be rescheduled if possible.
8. You will be paid only for the time you are scheduled to work, provided you have worked the scheduled time.
9. If a tutee does not arrive within thirty minutes after the scheduled appointment time, you will be credited with thirty minutes of working time only. The tutor must sign in and out on the tutoring report and submit this report to the senior tutor.
10. You will be evaluated at least two times during the school year.

TO: All Tutors
FROM: David Bowers, Tutor Coordinator
SUBJECT: Personnel Termination Policy

The termination policy as outlined below is effective as of September 1, 1978.

Staff members will be terminated after a warning (either written or verbal) for the following reasons:

1. Four (4) absences in one semester.
2. Two (2) failures to call the coordinator's office on days when you will be absent from work.
3. Excessive lateness. Any staff member arriving sixteen (16) minutes after the hour shall be deemed late, and two (2) latenesses shall constitute one absence.
4. An undesirable work attitude. Where a staff member's work attitude or motivations are not positive and thus not conducive to an effective job performance, staff members will be notified of an unsatisfactory job performance rating in writing, and one copy of this will be retained in the staff member's file. The notification will describe the specific problem and outline the improvement expected. If you have any questions with regard to this policy, you can contact me at 860-9725 during the week.

FUNCTIONS OF THE TUTOR*

Susan Fawcett and Alvin Sandberg
Bronx Community College, CUNY

Reinforcement of Classwork

Instructors are not always immediately able to meet with every student who has fallen behind because of his inability to absorb all the material covered in class. The instructor may assign such a student to you, or the student himself, realizing his confusion and lack of comprehension, may come to you of his own accord. In either case, your task here is to repeat the lesson with the student, making doubly sure to watch for trouble spots and weak connections. That is, doing a lesson twice is of no great value unless the second time around dwells specifically upon what was causing the difficulties in the initial explanation.

Teaching of New Material

Some students need work in areas that instructors, because of the lack of time, are unable to cover in class. Instructors will usually try to meet with such

*Excerpted from Bronx Community College's, A Handbook for Tutors.

students in order to give them specialized help in these areas, but time is a vital factor when a student needs a great deal of assistance in a relatively short period of time. As a tutor, you will be called upon to isolate these special problem areas, devise an effective method of teaching the material (if the workshop library offers no assistance) and develop exercise sheets, short writing assignments and follow-up material.

Aid to the Absent Student

Aside from reinforcing classroom work and/or going over new problem areas, you may also be called upon to aid a student in "catching-up" with work that he has missed because of absence. Try to ascertain from the student exactly what he has missed (page numbers in a textbook, etc.); but if he is somewhat unclear about what lessons were covered when he was out, contact the instructor for specific information and guidance.

Transference from Exercises to Compositions

Although a particular kind of error in grammar may have been covered in class, a student may be unable to spot the error in his own theme or see how what was discussed in class relates to his own writing. His instructor's corrections will seem arbitrary and irrelevant. Paradoxically enough, he may be able to do grammar exercises in the problem area and never fail to note the errors in the examples; but his compositions appear, in his mind, to have nothing to do with the skills he has just "mastered." Saying that your function here is to explain the instructor's corrections is not saying enough. Your job is really more vital: to explain to the student the value of "corrections" as a tool to improve his future themes; to make clear the connection between "exercise" and "theme" and the conscious role that the student may play in examining his compositions carefully and treating them as if they were "exercises." Remember, ultimately it is the student's own compositions that must be the focus of improvement.

Developing Positive Student Attitudes

Possibly the most difficult problem that a tutor has to cope with and also, one of the most important, is a student's attitude towards his writing. Many will tell you that they hate to write or that they have always failed English and expect to do so again. Of course, these negative attitudes towards composition influence a student's performance. He is apt to be slovenly, to proofread carelessly (if at all) and to have bad study habits in general. Although you cannot play amateur psychologist, you can deal on a basic level with some of the student's fears of failure. Since the root of many such problems is the student's feeling that what he says is of no value, he must be shown that his ideas are worthwhile and that his negative attitude is a partial cause of his problems, not necessarily a result of them.

Your task is to make the student more conscious of his writing, not just what he is doing wrong, but also what he is doing right and what is unique and praise-

worthy in his work. Point this out, so the student can build on his strengths. (Remember, many students think that there is nothing good in their writing.) As you help him like his writing, he will be apt to take more care with it, having gained self-confidence and pride in his growing ability.

Developing a Theme

Students will often come to you with writing problems other than grammatical errors. One constant complaint of students is, "I don't know what to write." Never tell him what to write; but be a catalyst. Ask what he knows about the subject — often more than he realizes — and spend time talking with him about the topic, or suggest that he read an outside source to gain information (here you must explain plagiarism). Once he has thought, spoken and learned about the topic area, explain some to the basics of organization and development (this is usually a cause of the "I don't know what to write" complaint, anyway). Although he may make some errors on his theme, errors which you may wish to go over after it has been corrected and graded by the instructor, he has at least learned how to "attack a topic."

Do Not! Do Not! Do Not!

A tutor should not under any circumstances correct, "go over," or suggest changes on a student's theme before it is submitted to an instructor. Aside from the fact that correcting a student's theme before an instructor has seen it is obviously a form of cheating, the instructor has no other method of gauging a student's progress in composition other than his written work. An instructor's correcting a theme which, in essence, you have written, does not help him pinpoint where and how the student needs further assistance. Moreover, you do the student and the college a disservice by "helping" in this manner, for he will have learned nothing and may come to rely on others to do his work for him.

THE PEER-TUTORING EXPERIENCE

Marian Arkin
LaGuardia Community College, CUNY

This course has one main objective: to help you become better writers. However this is a new course, an experimental course, and the ways employed to help you grow as writers will differ from traditional methods.

One of the major innovations will involve your acting as teachers yourselves — for two hours a week you will be tutoring students in the Writing Center, helping them to become better writers. Studies have shown that one of the best ways to learn to do something is to teach someone else to do it. Therefore, I hope you will not only be helping students, but you will be learning something in

the process — about your writing and about yourselves.

In addition, you will be writing and acting as critics of each other's writing. I hope your experience as tutors will make you receptive to the critical process as one which can be helpful, for *constructive* criticism is the best way of growing as a writer. Writers don't write in isolation — they write for an audience.

A third major project will involve making a tutor-training videotape. You will write the script for it, and you will play all the parts. We will use this tape as a way of practicing tutoring and, along the way, dealing with any problems you may be encountering in your tutoring.

I had planned to make a syllabus, so you could plot out, week by week, what will be expected of you this quarter. But I found, in planning, that I too need an audience, and in an experimental class such as this one, perhaps I should allow the syllabus to develop out of our needs as a class. I have, however, outlined below what I'd like to see come out of this class. The rest is up to us.

I. Projected Projects and Papers

A. A journal, in which you analyze your development as writers and as tutors. This journal should include:

(1) reactions to writing assignments and class feedback.

(2) experiences as tutors: personal and professional.

B. Part of this journal should serve as the basis of a case study of one student you have worked with all quarter.

C. Papers. Most Tuesdays you will be writing in class for part of the period, in reaction to the reading assignments, class discussions, tutoring or some concern you would like to explore. The length of these should grow out of the subject you choose. You will not be required to hand in all of your work for grades.

D. Videotape. Each Thursday we will be taking up a problem in tutoring and doing role-playing as a way of understanding it better. I would like to come out of this class with a finished product which can be used to help future classes of peer-tutors.

E. Class magazine, writing contest, club, other.

II. Required Texts (available in the bookstore or Barnes & Noble)

The Writer and the World of Words
ed. by Bain and Donovan

The Practical Stylist
ed. by Sheridan Baker

III. Tutoring

You will be required to sign up for two hours per week of tutoring — these hours need not be concurrent. Each of you will be assigned a tutor-supervisor from the Writing Center staff who will supervise you when I am not available. I shall meet with you once every two weeks to discuss your work as tutors. Attendance at all tutoring sessions is required.

As you can see, this is an ambitious course and one which will need a very special kind of person. Much is expected of you — but you should get a lot back. I am looking forward to experiencing it with you.

TUTORIAL SERVICE POLICIES FOR TUTEES

David Bowers
Malcolm-King: Harlem College Extension

The following information is distributed to all tutees:

1. Students are eligible for tutoring only in the courses they are in at the time they request tutoring.
2. Tutees are expected to meet with their tutors each week on the day and time designated by the tutor coordinator.
3. Tutors and tutees are expected to call the Malcolm-King office if either is unable to meet for a tutoring session (860-9725).
4. Tutors and tutees have the right to request a change of assignment. These requests should be presented to the tutor coordinator.
5. Attendance — Two absences without notice or three absences overall constitute voluntary withdrawal from the Tutorial Service. Any tutee who arrives fifteen minutes after the appointment time is considered late. Two latenesses constitute one absence. All attendance policies will be strictly enforced.
6. Tutors will not do tutees' assignments under any circumstances.
7. Smoking and eating are not permitted in the Tutorial Service rooms.
8. Any complaints or problems concerning the Tutorial Service should be brought to the attention of the tutor coordinator.

TIPS FOR TUTEES*

Sandra Schor
Queens College, CUNY

(Distributed to all students as they begin their appointments in the Writing Skills Workshop)

Although you have made an appointment with a tutor in the Writing Skills Workshop, you may not be aware that you are participating in a nationwide movement to improve the writing skills of college students by individual peer instruction. Like the other students in writing workshops around the country, you have come either on your own or at the suggestion of your instructor. In either case, you will probably agree there is no time to lose. You've decided to invest some time out of a crowded week and you want your investment to pay off. The tips that follow will help you make the most of this timely opportunity with a private teacher. If you have problems in scheduling or in working with an assigned tutor, do not hesitate to see a supervisor and request a change. You are

Excerpted from the Queens College, Handbook for Tutors

therefore encouraged to do the following:

1. Keep all your appointments regularly. Absence and lateness may result in interruption or reassignment. Please notify your tutor or the Workshop, 520-7076, if you will be late or absent. Your tutor will NOT be paid when you do not show up. Tutees who miss two consecutive sessions will be dropped.
2. Work consistently during a 50-minute hour. But too much "shooting the breeze" will in the end frustrate your determination to improve your writing.
3. Be open to new approaches to writing. Your tutor is trained in many interesting techniques to assist you in unblocking yourself so that you may write more easily.
4. Be impatient with friends (or tutors) who may tend to do it for you. You will soon experience the pleasure of fitting your ideas to your own words. This custom job is your own and can be done by no one else.
5. Submit papers to your instructor without your tutor's assistance. The tutor will be happy to pre-think a paper with you, to help you plan its focus, its organization, its point of view. But the actual writing of the paper belongs rightfully to no one but you. Revisions of a paper after the instructor has seen it should be brought in for work with your tutor.
6. Think of learning to write as a useful lifetime skill and not only as a means to passing a course.

You might then expect the following:

1. To develop a competency in finding a manageable subject to write about.
2. To 'get started' with less difficulty.
3. To pre-think or free-write an early draft of a paper or write an outline.
4. To write clear sentences in standard English.
5. To develop a competency in revision.
6. To use writing to sharpen your thinking.
7. To write.

DIAGNOSIS OF A TUTEE'S PROBLEM(S)

Vernon Haley
Bronx Community College, CUNY

It became apparent during one of our training sessions for the Special Services Tutorial Project that students who were coming to us for help were not receiving maximum tutorial assistance. This lack of assistance is attributed to the failure of tutors and staff to successfully diagnose a tutee's problem within the first or second tutoring session.

It is the intended purpose of this print-out to assist you in the "diagnostic process" that we feel is so vital to the success of every tutorial endeavor. It is,

therefore, imperative that each tutor, especially the new tutor, acquaint himself or herself with the outline that we have constructed for you. This outline will indicate methods and procedures that we feel will make diagnosis much easier and more accurate.

To simplify matters, in terms of format and application, we have classified problems into three major areas:

1. academic problems
2. motivational and attitudinal problems
3. personal problems.

Academic problems will encompass such things as reading problems, mathematical deficiencies, improper note taking habits and poor study habits.

Motivational and attitudinal problems will include poor class attendance, feelings of indifference and shortages of time. Personal problems can range from problems with family to financial crises.

It should be pointed out that some problem areas will in actuality overlap other problem areas. Some tutors will undoubtedly feel that particular problems may fall outside their realm. We agree! However, it is still critical to the tutee that these problems be identified and consequently be referred to other departments of the college for proper attention. We will not fool ourselves by thinking that those sophisticated problems can be expertly handled by our staff.

Remember that any one student (tutee) is unique in that he/she may possess one problem or multiple problems, and it is our job and goal as a supplemental mechanism within this institution to be able to recognize that problem and then treat it, just as any good doctor would do with a sickness.

If you feel that we have omitted any problems or diagnostic procedures, please feel free to bring it to our attention.

ACADEMIC PROBLEMS

Type of Problem	Diagnosis	Type of Problem	Diagnosis
Reading	Have tutee read a passage in the text to determine level of reading, speed and comprehension abilities.	Language	Try to determine if student has a language problem by asking him to interpret or explain facts or points of interest.
Mathematical Deficiency	Basic mathematical problems should be given to determine math background. Test examples can be obtained from office.	Poor test taking techniques	Administer the sample test, using multiple choice, fill-ins and essays to see how well they fare.
Poor note taking	Check tutee notes and ask him to explain them for you. If he/she has any problems in explaining notes, that should signal a possible problem.	Memorization Retention	Work on specific assignments and topics, and later (perhaps a week) ask for student to give the information back to you in the form of a test or outline.

Type of Problem	Diagnosis
Poor studying habits	Ask questions of tutee to ascertain: 1. Where he/she is studying. 2. How much time he/she spends on studying. 3. His/her methods of studying: A. Group B. From other students' notes.

Motivational and Attitudinal Problems

Type of Problem	Diagnosis
Poor class attendance	Check class notes, confer with teacher, ask what is the present level of class and past material covered. Also ask do they go to class.
Feelings of indifference	Ask student if it is a required course or elective, was it through his/her selection or counselor's selection. Ask student if he/she participates in class.
Personality conflicts with instructor	Ask student what are your impressions of the teacher's effectiveness. Ask why if the answer is negative.
Class-work (schedule)	See if student has made up a schedule for work and class and has allowed for studying during free time. Does he/she utilize week-ends.

Personal Problems

Type of Problem	Diagnosis
Financial instability	Ask if it is necessary for him/her to work in order to go to school. Is he/she on financial aid. Does he/she have a family to support.
Family conflicts (extremely sensitive subject)	Ask tutee if he/she feels that problems at home are affecting his/her school work and to what degree.

EFFECTIVE TECHNIQUES FOR TUTORS OF WRITING*

Sandra Schor
Queens College, CUNY

Where Do You Begin?

If a student's instructor has sent a specific prescription for work in the workshop, the tutor is to follow that. This will occasionally mean departing from the content of the student's piece of writing entirely, e.g., the instructor may request exclusive attention to spelling. Even in such rare cases, a tutor's words of appreciation for what a paper says provides encouragement.

Where there is no prescription or a vague one, the tutor is expected to diagnose the writing sample for priorities. When "everything" seems wrong, you might begin by asking the student to read his paper aloud. Follow this by asking what he likes best about his paper and discuss why. A clearly positive response to something in the paper, however limited in its admiration, promotes energy for change. The tutee may then be encouraged to rewrite the best paragraph or sentences in the paper for a specific purpose (e.g., to provide more concrete detail, to appeal to its audience). Vague generalizations usually occupy the first priority. These need to be supported by concrete observations. Writing random lists of concrete details about a given subject is a way to begin. Free writing is another way. Above all, begin with concrete experiences and leave the abstractions for later.

If the student's writing has substance but technical problems are serious, plan to devote at least 80% of your time together to a systematic study of correct forms, offering considerable practice and reinforcement from week to week. Begin with an understanding of the verb and then the sentence. Continuity is crucial. If the writing is shallow, but grammar is acceptable, devote 80% of your tutoring time to talking concretely about the student's ideas. Talk about the beginning. You might ask him to write an alternate beginning paragraph or several alternate beginnings. Discuss which of the reader's expectations are justified by each opening paragraph. Ask those questions which permit the student to come up with thoughtful answers. Talk about the ending. Contrast it with the expectations set up in the opening paragraph. Search for transitions and examine order.

Prewriting

The majority of work in the Writing Skills Workshop takes the form of prewriting. Tutors have an indispensable opportunity to talk one-to-one with a student about what he is going to put into writing before he writes, or immediately after a rough first draft. Some tutors prefer to converse with their tutees, gradually refining the tutee's ability to come up with real subject matter, concrete details and pressing observations. Why is a basic question as are when,

*Adapted from the Queens College Handbook for Tutors

where, what kind, and how did you feel about that or exactly what did you say? Other tutors prefer the student to attempt a very rough draft, on the premise that writing enlarges thinking, and the act of writing a first draft serves as our research. That rough draft, usually abandoned, holds the beginning for the prewriting conversation. Some tutors, pen in their own hands, begin by recording everything their tutee says, later surprising the student by reading aloud to him the considerable data he has been able to produce. Cassette recorders are available in the Workshop for the same purpose. Get your student's permission, though, before you tape.

Ask the student to construct a random list of feelings, observations and facts that relate to the subject. Order is not important now and single words or phrases will do. When the list is long, remind the tutee that he is already writing. In the earliest development of this skill, you may want to do the listing, or you may both keep lists as the talking proceeds. Later, the student will have enough mastery to operate on his own.

Next, ask the student to read the list aloud. At this time help the student to distinguish between fuzzy generalizations and concrete preceptions. Insist on clarity. Help the student to extract a main idea and to distinguish the proportion of ideas. Identify which statements help organize other statements. These may become the topic sentences of paragraphs. Where do the remaining facts fit best? Which should be eliminated as irrelevancies? Which make the topic too broad?

All writing is to be done by the tutee. The art of tutoring lies in providing the best one-on-one environment where confidence gradually yields to the writer some pleasure in writing.

Free Writing

Workshop clients frequently come from city high schools where they wrote remarkably little. These tutees in particular will benefit from the exercise and momentum developed in free writing. The procedure is as follows. Advise your student that for ten minutes he will be writing about anything he chooses. Brief preliminary conversation about possible subjects may reinforce the student's confidence in selecting a subject or in getting started. Many underprepared writers are accustomed to doubting the worth of their subjects. Your dialogue may convince the student to esteem his subject with greater confidence. Provide a quiet spot in the Workshop, paper and pen. Tell the student not to stop writing during the next ten minutes: he is to repeat the previous word if necessary. You may read what has been written or, after five or six free writing pieces (or more if you can comfortably arrange for this exercise to be done at home), ask the student to submit to you his two favorite pieces. Offer a minimal response to them, e.g., "I enjoyed that," or "you cerainly have an unusual landlady." Ask the tutee to keep all the free writing in a folder. Even a beginning writer may then mine this raw material for subjects for other papers. You may want to join in and do you own free writing.

Later in the semester free writing can be done in a somewhat more structured way. Ask the student to compare two things, to write something in another voice or to write a letter to you or to a famous individual. Observe time limits. Always build confidence about subject. Gradually and indirectly approach form (point of view, analogy, definition) by identifying it in the student's work. Students involved in free writing can expect that you will be a ready listener as they may wish to talk about what they've done, what they'd hope to do, or what they feel they failed to do. Never submerge your tutee in your own rush of feelings.

Grammatical Forms

The purpose of teaching grammar is to provide the writer with precise habits he can count on which will always help him to communicate. Tutors will introduce the forms of grammar by demonstrating that errors are misleading, confusing and a hindrance to the reader. For these reasons correct usage (spelling, grammar, diction) is taught. This presumes that the writer has something to say to a reader and you will follow the earlier priority of reading the whole piece of writing before you begin to comment.

Tutors are encouraged to simplify their approach to grammar. Nouns (as subject and object), verbs and modifiers constitute most of the jargon you will need. Skill sheets are available on fragments, run-ons, agreement verb forms, sentence coherence, etc. Remember that reinforcement can be expected to go on for weeks.

Developmental Grammar Skills

No grammatical instruction is to be viewed as a remedial dead end. Tutees need to know the secrets their tutors know (perhaps intuitively) of how to step into a sentence and expand it, pull it tighter, add modifiers to the subject, to the verb or secure the most precise connecting word between its parts. Sentences can be broken into parts. Tutors know those parts. Tutees, who tend to see the sentence as a monolith, need help and assurance in daring to shift parts of sentences, or change items within the parts. The effect of these changes should be clarity and pleasure, for reader and writer (and tutor).

Diction — Vocabulary

Vocabularly lists rarely work. Thirty Days to a More Powerful Vocabulary and other reputable programs are on hand in the Workshop, though effective development involves other skills. An expanded notion of what is 'fit' to write about (and is anything not fit to write about?) instantly stocks the writer with fresh words he tended never to use. Models of prose and poetry, discreetly introduced by the tutor, can raise the student's consciousness that figurative language is another way to a more powerful vocabulary. A suggestion to read a lively current article offers the bonus of attendant discussions of words, idioms or specialized vocabulary.

The Accessible Model

Although the way to learn to write is to write and rewrite, an aptly chosen model discreetly presented can provide an opportunity for abrupt improvement. The idea of the Workshop is loosely based on the idea of the accessible model. Peer-tutors in themselves become models for their students. Good writing at a level not too far above that of the tutee frequently provides a jolting look at how prose can be turned freshly to the things one has in mind. Look in the files for models written about subjects in which your student has a special interest and written in an informal style that has appeal. It can be useful once in a while to begin an hour with someone else's writing in an effort to recapture flagging interest, for variety or to promote that leap up.

SUGGESTIONS FOR SUCCESSFUL TUTORING*

Susan Fawcett and Alvin Sandberg
Bronx Community College, CUNY

The Initial Conference

There is little more crucial to the success of a tutorial program than the initial meeting between tutor and student. "First impressions" are made at this conference, and the tutor's attitude toward the student is often the determining factor in whether or not the student will return for further assistance. There are four qualities in a tutor which help insure a satisfactory tutor-student relationship, and these must be evident at the first meeting: patience, freindliness, a positive, non-judgmental attitude and punctuality.

Patience — if a student seems unable to learn, change your method of instruction. Don't "try, try again" with an ineffective approach. Remember: the first sign of your impatience means to the student that you are anxious to be rid of him and that your great concern is not helping him but getting the hour over with.

Friendliness — students are often nervous about, if not frightened of, meeting you. Warmth helps to counter these fears. Many tutors have found it helpful to spend a few minutes discussing the student's aspirations and goals before commencing with the actual work of the lesson. Hopefully, the student will feel that he is considered a total human being as well as someone in need of remediation.

A positive, non-judgmental attitude — if you think the student is hopeless and cannot learn, he will sense your evaluation at the initial meeting and fulfill your prophecy. Since many of our students have had difficulties with education a great portion of their lives, your negative judgment may not be new to them,

*Excerpted from Bronx Community College's, A Handbook for Tutors

but at this point in their lives it may be a vital factor in their dropping a course or even dropping out of college altogether. Therefore, do not concentrate on what the student does wrong to the exclusion of what he does right. Help build his confidence by showing him what and how much he can learn. Stress his abilities and develop new and related skills from them. Obviously, a student may, at the time, have limited linguistic abilities and may have to repeat a course, but if he feels that he has learned something, he may register for the course again and this time pass it.

Punctuality — students who are nervous about meeting a tutor will use most any excuse to avoid a conference. Should you be late, especially for the first hour, he will more than likely wander away; should you be continuously late, he will probably stop making appointments altogether.

Errors and Exercise

Whether you are working in the classroom with an instructor or in the workshop, a large portion of your time will be spent teaching grammar, correcting a student's writing or reviewing exercises. Yet, try not to lose sight of the "soul" of all writing — its content. Motivation to write comes from having something to say and caring to say it; if that motivation is alive and encouraged, there is reason to learn grammar and usage. Otherwise, grammar is a senseless chore.

Nothing so discourages a student as a paper filled with corrections because he feels that the time spent writing the theme has been a waste and that he is too hopelessly deficient to learn anything. Therefore, it is wise to work on one kind of writing difficulty at a time, concentrating on a specific skill. Once the student has mastered one problem area and feels he can learn and can improve his writing, most likely he will be eager to go on.

The problem with using exercises in the teaching of grammar is that students can become proficient at doing them without being able to transfer the skill to their themes. A good way to avoid this problem is to follow up grammar exercises with practice compositions — on the spot! Assign a topic that will force the student to utilize what he has just learned and correct only those errors in the area that you have just covered. In other words, make the student use his skill in composition.

The Instructor-Student Relationship and You

On occasion a student will confide in a tutor difficulties he may be having with a particular instructor. Of course, you cannot be a substitute for a counselor, but you do have two options for dealing with the situation. The first and best advice you can give is to encourage the student to speak to his instructor. Aside from the fact that you are immediately free from an uncomfortable situation, the student's dealing with the instructor at first hand will clear the classroom air and make for an atmosphere more conducive to teaching and learning. Should the student be too embarrassed and/or frightened to confront

the instructor directly with his problem, you may — if you wish — inform the instructor of the difficulty and leave it to his judgment to get to the student and to work out the problem between them. But whichever option you choose, what you cannot become is the advocate or representative of the student. As a go-between in such an awkward situation, you will most probably lose your effectiveness as a tutor. Moreover, you will lessen the ability of the student to learn how to deal with school problems in a mature and effective manner.

PART III

RECORD KEEPING: SAMPLE FORMS

Most tutoring programs rely to some extent on the use of forms. This section contains sample forms developed by different programs to register and place students with tutors, keep track of students' attendance and progress, evaluate the effectiveness of tutors and of the tutoring program and maintain an informed relationship between the tutoring program and faculty. Additionally, many tutoring programs have implemented contracting to clarify to the student what will be required and what can realistically be expected.

These forms can be adapted to suit the unique circumstances of other programs.

STUDENT APPLICATION FORMS FOR TUTORING

The Long Island University application form is completed by the student who requests tutoring, while the Bronx Community College form is filled out by a full time staff member during an interview with the tutee. For those students who cannot be immediately accommodated by the tutoring program, the Writing Center at LaGuardia Community College sends out a Waiting List Priority Notice.

LONG ISLAND UNIVERSITY
OFFICE OF SPECIAL ACADEMIC SERVICES

TUTORIAL SERVICES APPLICATION

Name _____

Date _____

ID Number _____

Phone Number _____

Program _____

Instructor _____

Course Title
and Number _____

Please CIRCLE the hours during which you will be able to attend tutoring sessions.

Mon	9-10,	10-11,	11-12,	12-1,	1-2,	2-3,	4-5,	5-6,	6-7
Tue	9-10,	10-11,	11-12,	12-1,	1-2,	2-3,	4-5,	5-6,	6-7
Wed	9-10,	10-11,	11-12,	12-1,	1-2,	2-3,	4-5,	5-6,	6-7
Thu	9-10,	10-11,	11-12,	12-1,	1-2,	2-3,	4-5,	5-6,	6-7
Fri	9-10,	10-11,	11-12,	12-1,	1-2,	2-3,	4-5,		
Sat	9-10,	10-11,	11-12,	12-1,	1-2,	2-3			

TUTORING ASSIGNMENT

Tutor _____

First appointment: Day _____ Time _____

BRONX COMMUNITY COLLEGE

TUTEE INTERVIEW DATA SHEET

_____ Date _____

PRINT NAME last first

I.D. No. _____ Major _____

Tutoring requested in (subject) _____ elective _____ required _____

Goals (academic and professional) _____

Grade Point Average _____ OR

First Semester Freshman (High School Average) _____

Time elapsed from High School to College _____

OR Time elapsed from last date of school _____

Has student received tutoring from this program before? Yes _____ No _____

If Yes, when _____

Was it beneficial? (explain) _____

_____

Preference of Tutor (male, female, etc.) _____

Known academic deficiencies or personal weaknesses (e.g. reading problems, concentration problems, etc.) _____

_____

COMMENTS OF INTERVIEWER:

THE WRITING CENTER LA GUARDIA COMMUNITY COLLEGE

WAITING LIST PRIORITY NOTICE

Date _____

Dear _____
(Student)

Since we can't arrange a regular appointment with you, we have placed your name on our waiting list. Your priority number is _____.

We will set up an appointment with you as soon as a schedule slot becomes available; your teacher will be contacted and will tell you when this happens. PLEASE KEEP THIS FORM!!!

In the meantime you should come to the Writing Center as a drop-in frequently. Although this will not guarantee you a tutor, many students miss their scheduled appointments, which leaves staff free to work with unscheduled students such as you.

So we'll get you an appointment as soon as we can, but we also look forward to seeing you on an unscheduled basis soon.

Sincerely,

_____
(Writing Center Staff Person)

TUTOR APPLICATION FORMS

Both Malcolm-King: Harlem College Extension and Bronx Community College require the prospective tutor to provide information about academic standing, reasons for becoming a tutor and availability.

MALCOLM-KING: HARLEM COLLEGE EXTENSION
22 East 128th Street
New York, New York 10035
860-9725

TUTORIAL PROGRAM APPLICATION FORM

1. Name _____
2. Local Address _____
3. Telephone No. _____
4. Years in College _____
5. Major _____
6. Academic Index _____
7. Areas of Interest _____
8. Do you plan to teach? _____
9. If so, at what level? Elementary _____ Secondary _____
   Higher Education _____
10. Why do you wish to tutor? _____
    _____
    _____
11. Why do you feel you will be a successful tutor? _____
    _____
    _____
12. What do you perceive as being the responsibilities of a tutor? _____
    _____
    _____
13. How much time would you be willing to give to the program? _____ Hours.
14. How would you feel about a tutoring workshop? _____
    _____
    _____
15. What subjects do you feel capable to tutor in? _____
    _____
    _____
16. Please list below the days and hours you will be free to tutor:
    Monday _____ Time _____
    Tuesday _____ Time _____
    Wednesday _____ Time _____
    Thursday _____ Time _____
    Friday _____ Time _____
    Saturday _____ Time _____

BRONX COMMUNITY COLLEGE
OF THE CITY UNIVESITY OF NEW YORK
Department of Special Educational Services
Vernon E. Haley, Director

TUTOR APPLICATION FORM

Name _____ Date _____
(Print) Last First S.S. No. _____
Address _____
(Street & Number) Apt. Student I.D. _____
Borough _____ Phone _____
Zip Code _____

School Status: 1st yr. ___ 2nd yr. ___ 3rd yr. ___ 4th yr. ___
Grad. ___ Faculty ___
School BCC. ___ Other ___
I would like to tutor in the following courses or subjects:
(in order of preference)

COURSE	STUDENTS MUST HAVE AUTHORIZED SIGNATURE OF CHAIRMAN
1.	
2.	
3.	

Times available to tutor (including evenings)

MON. TUES. WED. THURS. FRI.

Can you tutor on weekends? If so, indicate day and time.

BCC STUDENTS ONLY
FILL IN COMPLETE COLLEGE PROGRAM, INCLUDING ROOMS

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8					
9					
10					
11					
12					
1					
2					
3					
4					
5					
Eve					

COMMUNICATION BETWEEN INSTRUCTORS AND TUTORIAL PERSONNEL

Communication between the tutee's instructors and the tutorial staff enables faculty to provide information about the student's specific academic problems and to receive information about the student's effort to improve. Instructors also provide feedback about how the tutoring seems to affect the student's classroom progress. The following forms from Sinclair Community College, Malcolm-King: Harlem College Extension and Queens College offer examples of how the tutorial program can maintain communication with faculty.

SINCLAIR COMMUNITY COLLEGE
TUTORIAL PROGRAM

_____
(Date)

To: Department of Tutorial Services
From: _____
(Name of Instructor)

Subject: Request for Tutoring

1. _____ is applying for tutorial
(Name of Student)
assistance for _____.
(Subject)

2. I grant permission for this student to be given tutorial assistance.

3. I have attached a copy of the course outline for this course and my recommendations for the tutor's area of concentration during tutorial sessions (Note: Not always applicable)

4. If this student drops the course, does not attend classes regularly, exhibits a poor attitude, etc., I will immediately notify the Department of Tutorial Service to terminate tutoring.

_____
(Signature of Instructor)

Room number _____

Instructor's Comments:
_____
_____
_____

SINCLAIR COMMUNITY COLLEGE
TUTORIAL PROGRAM

Subject: Students Who Applied To Be Tutored
To:
From: John C. Elder
Director of Tutorial Services
Chairman, Developmental Department

The following students have applied to be tutored and an approval form was given to the student to take to you.

We have not received a response and this is our method of insuring that you have received the approval form. If you have not, you may indicate hereon those students for whom you will approve tutoring.

Thank you.

(Notification to Instructor)

SINCLAIR COMMUNITY COLLEGE
TUTORIAL PROGRAM

_____
(date)
STUDENT ON PROBATION _____

Subject: Student Applying for Tutorial Assistance

From: John C. Elder, Chairman, Developmental Department
Director of Tutorial Services

To: _____, Instructor
_____, a student in your course _____
(Course)
has _____ assigned as his tutor. Please forward a copy of your syllabus or course outline for the course, if you have not already done so. This will be furnished the tutor to assist in tutoring the student.

You will be provided regular reports from the tutor on the progress of this student to include number of hours tutored, absences, attitude, etc.

If, in your opinion at any time during this quarter, this student has progressed academically, so that further tutoring is not considered necessary, do not hesitate to notify this office. Tutoring may be discontinued at that time, if the student concurs.

Any assistance you can render the tutor, such as specialized material appropriate for tutoring, programmed material, etc. will be appreciated. If you desire that the tutor contact you concerning the material to be covered, special problems that the student may be having, or any pertinent recommendations you may have, please advise us as to the dates and hours you will be available. Our tutors have been advised to coordinate their tutorial activities closely with you. We feel that our tutors can be of more assistance to the students they are tutoring if they work closely with each student's instructor.

Your suggestions concerning our tutorial program will be welcome at any time.

SINCLAIR COMMUNITY COLLEGE
TUTORIAL PROGRAM

REMEDIATION SHEET

Please return as soon as possible

ENGLISH _____(course number) STUDENT'S NAME _____
INSTRUCTOR'S NAME _____ TUTOR'S NAME _____

Weak areas to be checked by instructor. Tutor should then refer to Hodge's Harbrace Handbook of College English, 7th Edition, John C. Hodge and Mary Whitten for applicable tutoring material.

_____Fails to limit topic pgs. 372-376

_____Poor organization pgs. 378-391

_____No thesis or controlling idea pgs. 375-376, 330-335

_____Poor unity pgs. 330-335

_____Weak in development pgs. 355-371

_____Flaws in logic or fact faulty generalizations pgs.264-266

GRAMMATICAL DEFICIENCIES

_____Spelling pgs. 168-187

_____Punctuation pgs. 110-144
_____comma usage pgs. 110-131
_____semicolon usage pgs. 132-144

_____Agreement problems pgs. 54-65
_____pronoun/noun agreement pgs. 61-65
_____verb/subject pgs. 54-61

_____Verb forms pgs. 69-74

_____Tense shifts; other shifts pgs.290-293, 65-77

_____Pronoun clarity pgs. 296-301

_____Parallelism pgs. 282-289

_____Diction, shades of meaning, connotation idiom, etc. pgs. 226-243

_____Fragments pgs. 26-32

_____Comma splice, run-ons pgs. 33-38

_____Transition problems pgs.348-351 340-347

_____Weak in documentation and footnoting pgs. 418-428

_____Lacks original topic or creative approach pgs. 373-377

_____Grammatical deficiencies - - -see areas below

_____Openings and closings poor framing pgs. 392-400

_____No economy — too much dead wood pgs. 244-250

_____Lacks sentence variety 314-325

_____Problems with word order dangling participles vague reference etc. pgs. 274-280

OTHER:

_____Meeting with tutor requested

61

MALCOLM-KING TUTORIAL SERVICE

MONTHLY PROGRESS REPORT

STUDENT'S NAME _____ DATE _____
INSTRUCTOR'S NAME _____ COURSE TITLE _____
SECTION _____

TUTOR DO NOT WRITE BELOW THIS LINE

1. Do you feel that the student:

   a. understands the material covered? YES_____ NO_____
   b. is still unsure of certain aspects? YES_____ NO_____
   c. cannot seem to comprehend the material? YES_____ NO_____

2. Does this student ATTEND your class regularly? YES_____ NO_____

3. How would you rate this student's classroom performance?
   GOOD_____ FAIR_____ POOR_____

4. Do you see any signs of improvement in the student's work since he has been coming for tutoring?
   YES _____ NO _____ If yes, in what way? _____

NOTE TO FACULTY:
Please indicate below any specific areas which you feel the student is weak in and any progress you have noted since the student has been coming to tutoring. Your comments will enable us to give this student the assistance he may need to successfully complete your course.

Please return to Tutor Coordinator

_____
Instructor's signature

QUEENS COLLEGE
of the City University of New York

WRITING SKILLS WORKSHOP

Date _____

Dear _____

This is to let you know that _____ whom you referred to the Writing Skills Workshop has been keeping regular tutoring appointments with me.

We have been working in the following areas:

If I can be of further help to you, I would be happy to discuss the student's current or future work. My phone number is _____

_____

Tutor
Writing Skills Workshop
A-232

QUEENS COLLEGE
of the City University of New York

WRITING SKILLS WORKSHOP

Date _____

Dear _____

This is to let you know that _____ whom you referred to the Writing Skills Workshop, has not been keeping his/her regular tutoring appointment.

The student can reappear at any time for new appointments with the same or a different tutor.

Judith Fishman
Writing Skills Workshop
A-232

TUTOR OBSERVATION FORMS

Formal observations of tutors are undertaken to determine how well the tutor is meeting the student's needs. These written observations also provide a documented evaluation for the tutor to keep in his or her file. Some programs also informally evaluate their tutors on an on-going basis.

The Bronx Community College Special Services observation is conducted by administrative staff during the tutor's first month or so. While LaGuardia's Writing Center is currently not using their form which was painstakingly developed after several staff meetings, because it is difficult to complete during a tutoring session, they regard the characteristics identified as the most critical ones for a successful tutor and believe they should be the basis for a new form.

At LaGuardia continual informal observations by the director and assistant director provide the tutor with necessary feedback. Malcolm-King formally observe their tutors once a semester. These observations are taken very seriously as they provide the framework to systematically identify the tutor's strengths and weaknesses and result in specific recommendations to the tutor.

BRONX COMMUNITY COLLEGE
SPECIAL SERVICES

OBSERVATION CHECK SHEET

Tutor _____ Date _____
Tutee _____ Time _____
Subject _____ Place _____

Content _____

Technique _____

Rapport _____

Suggestions _____

Observed by _____

THE WRITING CENTER
Marian Arkin, Director

LA GUARDIA COMMUNITY COLLEGE
The City University of New York

TUTOR OBSERVATION FORM

PART A.

1. Is the tutor aware of the student's knowledge of and familiarity with:
   (a) general vocabulary
   (b) technical grammatical terms
   (c) the function of actual concepts, i.e. subordination, state of being, as concepts?

2. Does the tutor explain things in terms of both grammar and the common sense of the sentence content?

3. Does the tutor use analogies, metaphors, diagrams, pictures, etc?

4. Does the tutor take care to see that the pace of the session is neither too fast nor too slow?

5. Does the tutor elicit feedback from the student during and after explaining something?

6. Does the tutor have the student actually do something to demonstrate his or her understanding?

7. Does the tutor possess adequate knowledge of the grammatical rules which he or she is explaining?

8. Is the tutor able to focus a session on a small number of areas, not allowing discussion to spread too thin?

9. Does the tutor vary technique, using exercises, discussion, paragraph writing, sample sentences, etc.

PART B

1. (Patience) Does the tutor seem at ease with staying on one subject area until the student firmly understands it, and does he/she communicate that the student need not feel pressured to hurry?

2. (Rapport) Does the tutor show interest in the student as a person? Do the two seem comfortable with each other? Does the relationship work?

3. (Rapport) Does the tutor treat the student as an equal and avoid being authoritarian and/or condescending?

4. (Sensitivity) Does the tutor accent the positive qualities in the student and his/her skills, thereby instilling confidence?

5. ("Understanding"/Sensitivity/Judgment) Does the tutor adapt his/her approach to the student's mood that day?

6. After the session, the following areas will be discussed by the tutor and observer:
   (1) How did the session go?
   (2) What was the student's mood?
   (3) What is the nature of the tutor/student relationship?

7. Additional Comments:

   Tutor's Comments:

MALCOLM-KING: HARLEM COLLEGE EXTENSION
22 East 128th Street
New York, New York 10035
212 - 860-9742

STUDY SKILLS CENTER

TUTOR'S CONFIDENTIAL EVALUATION REPORT

Tutor _____ Subject _____
Observer _____ Date of Observation _____
Time observation began _____
Time observation ended _____

I Lesson objectives
A. Skill or task
_____
_____
B. Brief summary of session
_____
_____
C. Objective
1. to introduce _____
2. to review _____
3. to evaluate _____
D. Was the lesson
1. relevant to the course? _____
2. realistically achievable? _____
3. clearly explained? _____
E. Was the purpose achieved? _____

II Presentation
A. Did the tutor demonstrate command of the subject matter?
yes_____ no_____
excellent_____ good_____ satisfactory_____
unsatisfactory _____
Comments _____
_____
B. Were the tutor's explanations clear and appropriate?
yes_____ no_____
excellent_____ good_____ satisfactory_____
unsatisfactory _____
Comments _____
_____
C. Was there evidence of tutor preparation?
yes_____ no_____
excellent_____good_____ satisfactory_____
unsatisfactory_____

III Methods and techniques

A. Summary of methods and techniques

_____

_____

excellent _____ good _____ satisfactory _____

unsatisfactory_____

Comments _____

_____

_____

IV Material Appropriateness

A. Were the materials appropriate for the student's level?

yes_____ no_____

excellent_____ good_____ satisfactory_____

unsatisfactory_____

Comments _____

_____

B. Was there sufficient material to meet the student's needs?

yes_____ no_____

excellent_____ good_____ satisfactory_____

unsatisfactory_____

Comments _____

_____

C. Were the materials appropriate to the objectives?

yes_____ no_____

excellent_____ good_____ satisfactory_____

unsatisfactory_____

Comments _____

_____

V Student participation and rapport

A. Did the tutor encourage feedback by asking well directed questions?

yes_____ no_____

B. Was there a good rapport between tutor and student?

yes_____ no_____

VI Overall Evaluation

excellent_____ good_____ satisfactory_____

unsatisfactory_____

Comments _____

_____

VII Specific recommendations for improvement

_____

_____

VIII Additional comments

_____

_____

IX Tutor's comments

_____

_____

_____

_____ _____

Signature of Observer Signature of Tutor Coordinator

_____ _____

Date Signature of Tutor

TUTOR'S REPORTS OF STUDENT PROGRESS

Sample Student Progress reports from Bronx Community College and Malcolm-King: Harlem College Extension are included in this section. Malcolm-King requires the tutor to complete a report at the end of each session specifying the material covered. The tutee must also sign this report. Each month the tutor must also evaluate the tutee's progress and indicate the methods used to correct the student's deficiencies. The Special Services Project at Bronx Community College originally required the tutor to complete a separate report at the end of each session. This required too much time; therefore, the following new shorter form was developed. The current form requires the tutor to identify the problem, material covered and an evaluation of each session. Five sessions can be recorded on each form.

MALCOLM-KING: HARLEM COMMUNITY COLLEGE EXENSION

TUTORING REPORT
(at each session)

Tutor _____
Print Last Name First Name

Tutee _____
Print Last Name First Name

Subject _____

Location _____

Date _____

Time _____

Material Covered _____

I certify that I have tutored this student as described above.

Dated _____ Signed _____

I certify that I have received the tutoring described above.

Date _____ Signed _____

MALCOLM-KING: HARLEM COLLEGE EXTENSION

MONTHLY TUTEE PROGRESS REPORT

(To be Completed By Tutor)

_____	_____
Name of Tutee	Date
_____	_____
Name of Tutor	Date of 1st Training Center

1. Has a student shown any progress over the last month? Yes or No _____
   If yes, state briefly student's progress (accomplishments).

   _____

   _____

   _____

   _____

   _____

2. Indicate briefly the methods that were used to correct student's deficiences (major or minor).

   _____

   _____

   _____

   _____

3. Does student need more tutoring hours? Yes or no _____

   ADDITIONAL COMMENTS:

   _____

   _____

   _____

   _____

   _____

PROGRESS REPORT
BRONX COMMUNITY COLLEGE
SPECIAL SERVICES

Tutee's Name _____ I.D. Number _____ Subject _____

	Session No. 1	Session No. 2	Session No. 3	Session No. 4	Session No. 5
Date					
Time					
Tutor					
Problem					
Material Covered					
Evaluation					

TUTORIAL SERVICES CONTRACTS

The tutee's responsibility to be prompt and to regularly attend sessions is spelled out in the Long Island University contract. The study contract from the Adult Learning Center at LaGuardia Commuinity College, used with students learning basic reading skills, includes long and short range goals and specific prescriptions for materials and study time. It is used with adults in non-credit bearing courses. The Empire State College contract in Part I is the most detailed. It outlines specific purposes, learning activities and methods of student evaluation.

LONG ISLAND UNIVERSITY / OFFICE OF SPECIAL ACADEMIC SERVICES

TUTORIAL SERVICES CONTRACT

This contract must be signed by both tutor and student at the first tutorial session and returned to the Tutorial Services Office (LLC 203).

Promptness and regular attendance are required for all tutoring sessions. A fee will be charged for each unexcused absence. If your are unable to attend regularly, or if your particular coursework problems do not necessitate weekly tutorial sessions, you are urged to join an appropriate workshop, which you may attend as you see fit.

TELEPHONE: 834-6054

Tutor's Name _____
Student's Name _____
Course Title/Number _____
Date of Application _____
Date of First Appointment _____
Scheduled Session(s) Day(s) _____ Time _____
I understand and agree to observe the terms of this contract.
Student's Signature _____
Tutor's Signature _____

This portion of the contract must be detached and placed in the student's Tutorial Services File.

I understand and agree to observe the terms of this contract.

Student's Signature _____
Tutor's Signature _____
Date _____

LA GUARDIA COMMUNITY COLLEGE
THE ADULT LEARNING CENTER

F W Sp Su 19_____

STUDY CONTRACT

Name _____
Course and Code _____
Current date _____
Long-term Goal _____
Present Level _____
Short-term Goal _____

Study Project
1. Type of Materials _____
2. Time needed outside the lab _____
3. Time needed in the lab _____
4. Date to be completed _____
(signed) _____

Evaluation
1. At midpoint _____
(date)
_____
2. At conclusion _____
(date)
_____

Follow-up
_____

STUDENT EVALUATION OF TUTOR FORMS

The following tutor evaluation questionnaires from Empire State College, Malcolm-King: Harlem College Extension and Long Island University illustrate three alternative forms to assess students attitudes towards their tutors. Each questionnaire contains questions that assess a tutor's preparedness, knowledge of subject matter, attitude towards the tutee and ability to present materials effectively.

EMPIRE STATE COLLEGE

Return this form to the Associate Dean no later than: _____
(Date)

STUDENT EVALUATION OF TUTOR/ADJUNCT FACULTY

TUTOR'S NAME _____ (Supplied by Mentor)
(Last Name) (First Name)

We invite your evaluation of this tutor with whom you have been working. This evaluation is very important to assure quality of instruction.

Rate each catagory as follows:
1. Superior
2. Acceptable
3. Below Average
4. Not Acceptable

_____ Was this tutor adequately prepared for sessions with you?
_____ Did this tutor have sufficient knowledge to help you in your contracted studies?
_____ Were you able to meet regularly with this tutor?
_____ Did this tutor provide you with the information needed for your studies?
_____ Were this tutor's methods of instruction suitable for the subject matter studied (e.g., lecture, discussion?)
_____ How would you rate the overall performance of this tutor?

Please add other comments about the strengths and weaknesses of this tutor in the spaces below:

STRENGTHS _____

WEAKNESSES _____

Please complete and return this form in the envelope provided directly to your Associate Dean within one week of receipt and no later than the due date above.

SIGNATURE _____ DATE _____

MALCOLM KING: HARLEM COLLEGE EXTENSION

TUTORS EVALUATION FORM

(To be completed by Tutee)

I EXPECTATIONS

A. In your first meeting with the tutor, did you and the tutor discuss your expectations of tutoring?
Yes _____ No _____

B. In your first meeting with the tutor, did the tutor explain the goals to be reached by the end of the semester?
Yes _____ No _____

c. In your first meeting with the tutor, did the tutor explain the methods to be used in obtaining the objectives for the semester?
Yes _____ No _____

II SUPPLEMENTAL MATERIALS

Do you feel the supplemental materials selected for tutoring are:

A. In the level of interest
A._____ interesting?
_____ boring?

B. In the level of difficulty
B._____ difficult?
_____ appropriate?
_____ simple?

C. In relation to the course goals
C._____ appropriate?
_____ unrelated?

III. HOMEWORK

A. Is homework assigned
A._____ too much?
_____ adequate?
_____ too little?

IV. TUTORING TECHNIQUES, METHODS AND APPROACH

A. Does the tutor come to the sessions seemingly
_____ prepared
_____ unprepared

B. Does the tutor allow adequate time for your questions?
_____ yes
_____ no

C. Are the tutor's comments on homework or classroom writing assignments?
_____ useful
_____ inappropriate

D. Are the tutor's lessons, examples and assignments?
_____ clear
_____ confused

E. Does the tutor supplement the textbook with additional information?
_____ yes
_____ no

F. Does the tutor speak clearly and distinctly at all times?
_____ yes
_____ no

G. Does the tutor treat you with respect?
_____ yes
_____ no

H. Did the tutor maintain an attitude of genuine concern?

_____ yes
_____ no

I. Did the tutor motivate you and help you develop self confidence?

always_____ sometimes_____
most of the time_____
not usually_____

V. What improvements do you feel are needed to make your tutor more effective?

_____
_____
_____
_____

VI What positive statements can you make about your tutor's ability to work with people and relate information to them.

_____
_____
_____
_____

VII OVERALL EVALUATION

Excellent _____ Good_____ Unsatisfactory _____ Fair_____

Tutor's name:_____

Your name or student ID no. _____

LONG ISLAND UNIVERSITY/OFFICE OF SPECIAL ACADEMIC SERVICES

TUTOR EVALUATION

TUTOR'S NAME _____

COURSE _____

1. _____ Does your tutor seem to know his subject well?
   (a) always, (b) most of the time, (c) sometimes,
   (d) rarely, (e) never

2. _____ Does your tutor come prepared to deal with your particular academic problems?
   (a) always, (b) most of the time, (c) sometimes,
   (d) rarely, (e) never

3. _____ Including yourself, how many students attend your tutorial sessions?

4. _____ Does your tutor explain clearly?
   (a) always, (b) most of the time, (c) sometimes,
   (d) rarely, (e) never

5. _____ Does your tutor allow you to leave early, once you've signed the attendance sheet?
   (a) always, (b) most of the time, (c) sometimes,
   (d) rarely, (e) never

6. _____ How many times has your tutor been absent?

7. _____ When your tutor cancels appointments does he or she give advance warning?
   (a) always, (b) most of the time, (c) sometimes,
   (d) rarely, (e) never

8. _____ Approximately how many tutorial sessions have you attended?

9. _____ Are you prepared for the work being covered in the tutorial sessions?
(a) always, (b) most of the time, (c) sometimes,
(d) rarely, (e) never

10. _____ What grade were you earning (or do you think you were earning) when you applied for tutoring?

11. _____ What grade to you expect now that you have received tutoring?

12. _____ Does your tutor help you in getting through the textbook?
(a) always, (b) most of the time, (c) sometimes,
(d) rarely, (e) never

13. _____ Does your tutor review your class notes with you?
(a) always, (b) most of the time, (c) sometimes,
(d) rarely, (e) never

14. _____ Does your tutor talk about things unrelated to your particular academic problem?
(a) always, (b) most of the time, (c) sometimes,
(d) rarely, (e) never

15. _____ Does your tutor make you feel as if you don't have the ability to understand the material?
(a) always, (b) most of the time, (c) sometimes,
(d) rarely, (e) never

16. _____ Are you satisfied with the tutoring arrangement of one-to-one tutoring?
(a) always, (b) most of the time, (c) sometimes,
(d) rarely, (e) never

17. _____ Are you satisfied with the tutoring arrangement of small groups?
(a) always, (b) most of the time, (c) sometimes,
(d) rarely, (e) never

18. _____ Are you satisfied with the tutoring arrangement of workshops?
(a) always, (b) most of the time, (c) sometimes,
(d) rarely, (e) never

19. _____ Are you satisfied with the services offered by the Academic Reinforcement Center staff?
(a) always, (b) most of the time, (c) sometimes,
(d) rarely, (e) never

20. What improvements would you like to see in the services offered by the Academic Reinforcement Center?

a. _____
b. _____
c. _____
d. _____
e. _____

Date_____

PART IV

NETWORKS TUTORING CONFERENCE: AFTERMATH

The two essays in this section were generated as a direct result of the Networks 1978 Tutoring Conference. The first describes the experiences of a conferee who successfully used the conference as a tool to implement significant changes in her tutoring program, and the second describes a workshop on evaluating tutoring programs that was developed as a Networks conference follow-up activity.

THE CONFERENCE AND HOW TO USE IT

Linda Hirsch
Hostos Community College, CUNY

Conferences offering topics of interest to educators are becomming more and more numerous. Yet, with our increased workloads and responsibilities, the announcement of a conference raised the inevitable question of, "Should I go?" The answer, in my opinion, is, "Yes!" I say this for what I hope are more than the obvious reasons — a chance to become familiar with ideas and trends in your field, get away from day-to-day routines and meet new people. If used wisely, a conference can do even more than this. This year's Networks conference on "Critical Issues in Tutoring" made this very clear.

The topics announced in the brochure sounded informative, and, as a director of a writing lab for three years (plus as an experienced tutor), I looked forward to learning more about tutor techniques, to hearing tutors talk about the tutoring process and to finding ways of running a writing lab more efficiently. I received all of this and more. My participation in workshops made me realize how isolated I had been — how very little I actually knew about other skills centers. For example, what methods did others use to motiviate staff, encourage commitment and foster growth of tutors and students? What kinds of support did other directors receive from their superiors? Differences between my experiences and theirs began to emerge. It was soon apparent that all supervisors of writing centers felt their programs needed more funding and better techniques for teaching basic writing and reading skills. But it was the differences in our experiences that impressed me most.

In a number of significant ways, my own expriences were not shared by others. For example, most directors emphasized the importance of intensive

tutor training and weekly scheduled seminars in which tutors could share experiences, heighten their own awareness of the tutoring process and hear presentations by invited guests on topics related to basic writing. I had let budgetary considerations blind me to the importance of these seminars. In the past, I had scheduled monthly meetings, but such infrequent sessions had proven inadequate. Paying tutors for attending these sessions would have meant a reduction in the hours they tutored since money allocated to the Writing Lab is fixed each year. Could I convince my chairperson and Dean of Faculty of the importance of these training seminars? Could I convince them that while some students would not be tutored, the over-all quality of tutoring would be improved?

Another big difference I discovered was in the amount of time that directors received to run their labs. I was coordinating a writing lab and simultaneously carrying an almost full teaching load with no supportive staff to handle the myriad administrative duties associated with learning centers. Other writing center coordinators received almost complete release-time or had a reduced workload, plus administrative assistants assigned to them.

If the Networks conference had only heightened my awareness of the problems I faced, it would have been of limited use. But it did far more. It offered solutions both directly and indirectly.

The direct solutions are, of course, easier to see. I learned techniques of tutor training and other valuable information which I could share with my staff. It was the indirect solutions that I had not anticipated. A conference such as this, or any other, can supply one with the ammunition needed to persuade administrators and supervisors to make necessary changes.

Following my attendance at this conference, I wrote a detailed (and unasked for) conference report to my Dean of Faculty and chairperson. The report detailed all workshops I attended, my assessment of them and ways in which they related to our writing lab. I also discussed those areas in which the lab appeared deficient in comparison to others by enumerating its problems of shortages of space, staff and supervision. I listed by name those colleges which offered learning center coordinators more time and help in running their labs. A cry of, "Everybody gets more time," is obviously not going to be as effective as the specific names of those who do. A conference gives these names — just ask people and take notes! The same held true of my request for training seminars. It is important to know why changes are needed and to be able to cite authorities and studies to bolster an argument. This is the weaponry a conference supplies.

How well did I do? I received three more hours of release-time (for a total of six), approval to run training sessions and pay tutors for attending them and a renewed sense of purpose in running my lab. My experience at the Networks conference proved to me that attendance at a conference can do even more than foster academic growth. Certainly, the exposure to other professionals and their ideas in the area of tutoring offered by this conference was an exciting ex-

perience for me. The conference helped me improve the quality of learning for our students. I have become a better supervisor, more sensitive to the needs of my staff and the students we serve. But perhaps most important, I learned ways of fighting for myself, those I supervise and those we teach.

SEEK PROGRAM TUTORING EVALUATION WORKSHOP: A NECESSARY FIRST STEP

Justina Gonzalez-Marti
CUNY Office of Special Programs and Student Affairs

Last October 1978, a group of SEEK tutoring administrators attended the Networks Tutoring Conference. The SEEK Program of the City University of New York provides screening, testing, remedial instruction, tutoring and counseling services to its disadvantaged student body at each of the University's ten senior colleges. The Tutoring Conference resulted in the establishment of direct communication between SEEK and Networks, which set the ground for the coordination and convening of a CUNY SEEK Tutoring Evaluation Workshop led by Dr. Garley Forehand, Director of the Division of Research and Evaluation from Educational Testing Services (ETS) at Princeton. The one-day workshop was held on March 5, 1979.

The SEEK tutoring program is a significant aspect of SEEK. It is designed to provide individualized and supplementary instruction to those students with an inadequate level of basic academic skills and unfavorable study habits. Tutoring services are offered in remedial, developmental, compensatory and regular courses. The structure of the tutoring program varies from campus to campus. It can be part of a Learning Center, an integral element of an instructional module or a laboratory setup. Students receive tutoring as a result of referrals from professors or counselors, their own initiative or as a course requirement. Its format can be individual, peer, small group, workshop, seminar, small group discussion or walk-in. The SEEK tutoring program is headed by a coordinator who is responsible for hiring, training, supervising and evaluating tutors, as well as for the planning, development and evaluation of the service. A sound record-keeping system of the tutoring operation and a regular research and evaluation process is required by state guidelines for SEEK.

Although tutoring operates within the integrated framework of the SEEK Program on each campus, the program also has to adapt itself to the regular college's structure. Therefore, it is more complicated to evaluate than most other tutoring programs.

The SEEK/Networks Tutoring Evaluation Workshop was comprised of representatives from the ten different SEEK campus programs (Baruch, Brooklyn, City College, College of Staten Island, Hunter, John Jay, Lehman,

Medgar Evers, Queens and York). The SEEK participants represented administration, instruction, tutoring and counseling staff. The instructional staff included faculty from math, reading, writing, speech, etc. Workshop participants differed markedly in the level of their exposure to the technical knowledge and skills of research and evaluation.

The workshop was not organized in a lecture type structure. Through the consultant's presentation and questions a generally informative and articulate discussion was generated. The usefulness of both formative and summative evaluation techniques was considered. The discussion produced an exchange of ideas which emphasized the need for clearly defining criteria that could more realistically measure the efffectiveness of the SEEK tutoring services.

The following criteria were suggested as being useful: higher grades in courses for which tutoring is offered, improved overall Grade Point Average, higher scores on proficiency tests, increased retention and greater self-esteem.

The group raised the argument that it is extremely difficult to demonstrate the outcome produced by tutoring through typical evaluation procedures. Experience with disadvantaged students has demonstrated that negative student attitudes such as low self-esteem, a sense of inadequacy and perception of the service as a stigma often interefere with the effectiveness of tutoring. An improvement in attitude may have a positive impact on the students' ultimate academic success. The students' rate of progress from their entrance to their exit in the tutoring program must therefore be evaluated with respect to their attitudes. In order to incorporate attitudes in the evaluation scheme, it is necessary to: (a) clearly define the attitude; (b) specify its relationship to educational behavior objectives; (c) connect objectives to measurable outcomes; (d) select or develop measurement instruments that include simple, unambiguous and direct language.

Dr. Forehand also recommended that the programs' record-keeping systems should include quantifiable data that might be useful in longitudinal studies. For example, a study establishing a positive correlation between tutoring hours and grades obtained could provide strong evidence that the tutoring program has a positive impact on tutees. A sound record-keeping system provides the data that can be eventually used to substantiate the program's effectiveness.

The tutoring program record-keeping system should include: tutoring hours rendered to the tutees by subject, description of tutees' academic difficulties, programs prescribed, rate of tutees' academic and attitudinal change. A grade analysis of tutees in comparison to students not receiving tutoring is also important. Reports of students progress by instructors, scores from pre-and post-tests and evaluation questionnaires filled out by tutors and tutees are also useful.

The Tutoring Evaluation Workshop was a positive and significant step towards fulfilling the mandate to produce meaningful evaluation of the SEEK Tutoring Programs.